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A University Teacher-Training Program for Parochial Elementary Schools

Editor's Note. The following program was submitted by Marquette University to the State Superintendent of Public Instruction and approved by him. An identical statement was submitted for Mount Mary College for training of members of the Order of School Sisters of Notre Dame and likewise approved.

It should be noted that this is a program for the training of Sisters, and does not include lay people. For this reason, the question of general supply and demand of teachers is not raised.

I. The Purpose of this Proposal

THE program of two years of training for prospective teachers in the parochial elementary schools is submitted herewith for the purpose of securing the approval of the State Superintendent of Schools for the issuance by him of state certificates to Sisters who complete the course. Being limited to religious sisterhoods who are planning to teach in parochial schools, this proposal will in no way affect the supply and demand of teachers for public schools.

II. The Wisconsin Statute

This proposal is made in accordance with the requirements of Section 39.29 (6) of the Wisconsin Statutes. This statute is as follows:

39.29 (6) — "Other Alumni. The graduate of a college, university, or normal school (other than the University of Wisconsin, State Normal School, or Stout Institute) who shall present satisfactory evidence to the state superintendent of having completed a course fully equivalent to the corresponding course in the above institutions, and having given to psychology and pedagogy as much study as is required for an unlimited state certificate, and satisfactory evidence of good moral character, shall receive such license from the state superintendent as he shall consider suitable to the applicant's attainments. Upon satisfactory proof of successful teaching for one year in the public schools of this state, such license may be renewed for one year, and upon evidence of good moral character and two years of successful teaching (after graduation) in the public schools in this state the holder of such license shall be entitled to receive from the state superintendent an unlimited state certificate."

III. Some General Considerations

Some of the fundamental considerations which will guide the proposed two years of professional training

of Sisters for work in the parochial elementary schools are as follows:

1. The program is planned exclusively for members of religious sisterhoods intending to teach in parochial elementary schools.

2. The University is ready to increase the requirements (in the absence of an increase in legal requirements) when the normal schools *uniformly* increase their minimum requirements.

3. The University will organize the two-year curriculum first, to enable the student to undertake the responsibility of teaching in elementary schools, and second, to continue training of the teacher, in service, looking to the fulfillment of a four-year baccalaureate program.

4. The University is undertaking this new responsibility because it is an *organized instrumentality* for doing the work. It will not accept makeshifts. It will relate the training to a wider educational program. It can give the state the guarantee of the quality of its work because it is an organized university. This also satisfies the requirement that this privilege is intended for graduates of organized institutions. The work will, of course, be an integral part of the educational program of the University.

IV. The Proposed Curriculum

The following courses are outlined as the basis for the normal diploma for high-school graduates. After the completion of this full two-year course the teacher will be assigned to a school where she will have the immediate supervision of her principal and central supervision under the auspices of the University.

First Year, First Semester

English Literature 1.

2 hours credit.

This course is a survey of English literature by a study of the great examples of all of the types of literature. It will lay special emphasis on the poems and prose works used in the elementary school, the biographies of their authors, and an analysis of the types. This is a course *in* English literature not *about* English literature.

English Composition 1. 1 hour credit.

The work in English composition extending over the four semesters of the normal course will include weekly practice for the teacher with reference to her own work, with analyses designed especially to help her in stimulating students to write, and in constructive criticism.

Speech 1. 1 hour credit.

The work in Speech is also extended through the four semesters of the normal course with the idea of keeping before the prospective teacher her own oral use of the English language and its importance in the practical work of the school-room. The work is designed to help the prospective teacher in dealing with the problems of Speech of elementary-school children.

History 1. 3 hours credit

This is a presentation of the history of the United States with especial reference to its European backgrounds, the political and social factors involved in it, and the international relations of the United States in more recent years. This furnishes a sufficient differentiation of the course from the high-school course. There will be stressed in this course the topics that are stressed in the curriculum required in elementary schools.

Mathematics 1. 3 hours credit.

A course in the fundamental concepts of algebra and geometry and with special reference to the problems of arithmetic and the teaching of arithmetic on the elementary-school level.

Education 1. Educational Psychology 3 hours credit.

This is a course in applying the fundamental principles of psychology to education. The course will emphasize the laws of human learning, the development and integration of personality, the utilization of imagination as a means of enriching experience, and the facts about the will as a basis of character training. The new psychological viewpoints including mental hygiene will be presented.

Religion 1. 2 hours credit.

This is a fundamental course in the Catholic religion, aimed to give the teacher a correct knowledge of the Catholic religion in its fundamental doctrines and in its practices. It will be based on the curriculum in religion in elementary schools, and give the teacher the knowledge needed to do her work intelligently in this important subject.

First Year, Second Semester**English Literature 2.** 2 hours credit.
(Continuation of English Literature 1.)**English Composition 2.** 1 hour credit.
(Continuation of English Composition 1.)**Speech 2.** 1 hour credit.
(Continuation of Speech 1.)**History 2.** 3 hours credit.
(Continuation of History 1.)**General Science 2.** 3 hours credit.
In this course the student will be given a background of the main topics studied in the grades of the elementary school. It will naturally include nature study, chemistry, physics, and biology.**Education 2. Principles of Elementary Education** 3 hours credit.
In this course the fundamental principles developed in the

course on educational psychology will be applied to the field of teaching in the elementary schools including junior high schools. The encyclical on the Christian education of children will be carefully studied in this course.

Religion 2. 2 hours credit.
(Continuation of Religion 1.)**Second Year, First Semester****English Literature 3. Children's Literature** 2 hours credit.

This course is a comprehensive consideration of the materials available to teach English literature in the elementary school. It will cover the materials used in the readers and other textbooks on the elementary-school level, the materials for story hours, and the literature used in the children's rooms in libraries.

English Composition 10. 1 hour credit.
(Continuation of English Composition 2.)**Speech 10.** 1 hour credit.
(Continuation of Speech 2.)**Social Science 10.** 2 hours credit.

This course aims to give in a summary form the fundamental concepts of politics and economics, with special reference to the constitution of the United States and of the states, and of the economic life of the United States.

Fundamentals of Art 1C. 3 hours credit.

The principles of design, color, composition, and representation as related to other experience. Sufficient practice by the student will be given for appreciation of the various principles. The various art mediums. Relation of classroom teacher to supervisor.

Education 10. Methods of Teaching in Elementary School. 4 hours credit.

This is a course in special methods utilizing the material developed in both the course in educational psychology and the course in principles of education. The course is divided into a series of units in the specific subjects taught. A unit is the equivalent of one semester hour of credit. It is divided for the present into the following units:

- U1. Methods of Teaching Arithmetic,
- U2. Methods of Teaching Arithmetic,
- U3. Methods of Teaching Primary Reading,
- U4. Methods of Teaching Literature,
- U5. Methods of Teaching Composition and Oral Speech,
- U6. Methods of Teaching History and Civics,
- U7. Methods of Teaching Geography,
- U8. Methods of Teaching Writing and Spelling,
- U9. Methods of Teaching Health and Physical Education.

Education 13. Observation. 1 hour credit.

This is a course that will give the student the opportunity of seeing teaching under the actual conditions of the classroom with sufficient guidance to be able to understand the problem and the teacher's solution of it. It will naturally be progressive and cumulative in its treatment.

Education 12. Classroom Management and School Discipline. 2 hours credit.

This course covers the duties other than the direct teaching work of the teacher. It develops methods of orderly handling the routine of the classroom and the care of school property, the administration of the general regulations both of the central office of the school system, and the specific regulations of a particular school. School discipline. The fundamental conception of vindictive justice, punishments, and rewards.

Religion 10. 1 hour credit.

This course will review the main concepts and practices of the Catholic religion as taught in Religion 1 and 2, and will give special attention to the problems arising in the presentation of these concepts and practices to children on the elementary-school level.

Second Year, Second Semester**American Literature 11.** 2 hours credit.

This course is a survey of American literature by a study of the great examples of all of the types of literature. It will lay special emphasis on the poems and prose works used in the elementary school, the biographies of their authors, and an analysis of the types. This is a course *in* American literature not *about* American literature.

English Composition 11. 1 hour credit.
(Continuation of English Composition 10).**Speech 11.** 1 hour credit.
(Continuation of Speech 10.)**History of Wisconsin 11.** 2 hours credit.

This is a consideration of the geographical, geological, political, social, and economic factors in the making of a state. It furnishes an excellent review for the backgrounds of United States history and of the fundamental concepts of the social sciences.

Fundamentals of Music 11. 3 hours credit.

Study of notation and terminology. Elementary sight reading, interval study, ear training, song materials for elementary schools. Relation of classroom teacher and music supervisor.

Education 11. Methods of Teaching in Elementary School. 4 hours credit.

(Continuation of Education 10.)

Education 14. Observation. 1 hour credit.
(Continuation of Education 13.)**Education 15. Character Education.** 2 hours credit.

Character as the end of education. The place of religion in the formation of character. Knowledge, habits, and training of the will in relation to character. Method and curriculum in relation to character.

Religion 11. 1 hour credit.
(Continuation of Religion 10.)**Third Year, First Semester****Education 10. Practice Teaching Under Usual Schoolroom Conditions.** 5 hours credit.

During this semester the student is actually in the field teaching under the conditions of actual classroom work. This assignment for this semester is under the supervision of the institution. The coöperation of the supervisors and administrators of the school in which the teaching is done is enlisted. Five days a week, all day.

V. Fully Equivalent to State Teachers' Colleges Curricula:

The foregoing program is based on a study of the two-year curriculum in the various state teachers' colleges of the state, keeping in mind the fundamental purpose of this training for parochial schools. The curriculum here proposed, nevertheless, conforms fully to the requirements of the state teachers' colleges.

A Plan of a Teaching Order for Training and Improving its Elementary Teachers

Editor's Note. This is a plan for the training of teachers and the improvement of teachers in service of an Order (The School Sisters of Notre Dame), which operates a college (Mount Mary College).

I. General Aspects of the Plan

THE Purpose of the Plan. The purpose of the following plan is the improvement of the teaching in the elementary schools under the direction of an Order which conducts a college. The immediate object is to improve the practical pedagogical training of the Sisters (1) by improving the conditions of practice teaching, and (2) by emphasizing training in service particularly in the earlier years of their experience.

Some By-Products. A by-product of the plan will be to direct the attention of all supervisors including principals of schools to their responsibility for training teachers in service, and will acquaint them with methods of such training. Mere inspection or visitation will not do. It will make the process of training continuous with the process of teaching in service. Under this plan practice teaching is no longer a "course," or an episode of the senior year, or an incident of a summer school.

Discovery of Available Competent Personnel. To

put this scheme into effect, there needs to be located in the Order a number of outstanding personalities especially interested in training young teachers in service, informed as to the nature of good teaching, and methods of training teachers to effectiveness, and skill in handling people humanly.

What is Required. The plan of teacher-training requires:

1. A discovery or training of administrative and supervisory personnel with special knowledge and skill in the training of teachers.

2. A discovery or training of teaching personnel of a high type of professional skill in classroom instruction.

3. A central administrative continuing stimulus from the motherhouse by competent personnel of teacher training; competent field workers providing continuous intelligent and constructive supervision.

4. A grouping of some of the administrative, supervising, and teaching personnel, *ultimately* in a few teacher-training centers in the various dioceses.

5. Visitation for observation of the teachers listed, in their own classrooms, by less-skilled teachers, young and even experienced.

6. Subject and grade conferences either in connection with diocesan institutes or motherhouse, as needed.

7. Personal conference with teachers by personnel listed especially for the constructive building up of teachers needing, deserving, or (and) capable of improvement.

Assignment of Personnel Immediately. These persons should be assigned: (1) to general supervision of the whole scheme at the motherhouse or under its immediate direction; (2) to putting the scheme into effect, one, two, or three assigned under the immediate direction of the director of teacher training of the diocese or province; and (3) to principalship of schools. There should be found or located in the Order those teachers of exceptional or considerable skill, to be assigned as critic teachers in training centers or whose classrooms are to be used as places of visitation for teachers in every group.

II. Differentiated Plan for Different Groups of Teachers

Four Groups of Teachers. There are four groups to be taken care of: (1) those who have had more than fifteen years of experience, (2) those who have had fewer than fifteen years of experience, (3) those who are just beginning teaching, (4) those who are still in the candidature of the motherhouse.

1. *Program for the First Group.* The first group will consist of the Sisters who have had considerable actual experience in the classroom. It is not proposed to impose on them the new requirement or program, though any person in this group may voluntarily come within group two.

As a rule, these Sisters will not be candidates for a degree; many of them will have only equivalent high-school training. Most of these need not work for credits. For the improvement of these Sisters there should be held at regular intervals teachers' institutes of one or three days, with inspirational lectures, demonstration of methods, etc. At their convenience the Sisters may attend, as auditors, the courses given to the other groups. Free days for visitation of the work of excellent teachers in their own schools or any other schools should be specifically provided for.

Any Sisters of this group who are actually working for a degree, will continue, but they will be considered as belonging to the second group.

2. *Program for the Second Group.* The second group consists also of teachers actually charged with the responsibility of classroom instruction.

The program for this group will be carried out largely in summer schools, and for those teaching in the city in which the College is located, in the Friday evening and Saturday classes. For the present it will be somewhat exceptional to have extension centers.

The immediate problem with this group relates to the summer school, though the principle will apply in other instrumentalities for improvement. The teachers in this group may take academic or educational courses, which should be carefully chosen, and should be determined in cooperation with the community supervisor and the motherhouse authorities. If the members of this group are to become candidates for a degree, special care should be given to the choice and sequence of courses.

The selection of the courses which these Sisters take, should have some direct relation to the work they are doing or the work that will be assigned them to do.

Formal practice teaching for this group will be necessary only for those who are to be candidates for a degree. Then it will be done in the teacher's own classroom under the immediate supervision of the principal in cooperation with the director of teacher-training in service, the special assistant appointed for this purpose, and the critic teachers.

The director of teacher-training in service, the special assistant, and critic teachers will be members of the faculty of the college conducted by the Order, with the responsibility of other faculty members.

3. *Program for the Third Group.* The members of this group shall be permitted to take courses in education to help them in the work which they have been assigned to do. It will always be advisable for them to carry academic work as part of their program. They should be stimulated from the beginning to keep alive intellectually and professionally. These persons are assigned to schools as teachers in training, and not as full-fledged teachers.

The practice teaching of this group will be managed in the following way:

a) The director of teacher-training in service will make a study of the schools in charge of the Order and decide which ones have principals who are especially strong in the development of young teachers, and interested in the work. The motherhouse authorities will ordinarily assign the young teachers to these schools where special training is being given to young teachers. These schools should have on their teaching staff other good teachers whose classes might be visited for observation. The teachers in the specially approved schools will also have the benefit of the supervision of the community supervisor of schools or of her special assistant for the training of teachers.

b) Monthly reports are to be prepared by the principal of the school for these teachers.

c) Regional group conferences will be held at least once a month for these young teachers, which will include, generally (1) a conference on the supervisor's and principal's observation of the strength and weaknesses of the teachers, and (2) individual conferences with each teacher on her special problem.

This program should extend over a period of two years. Academic credit for this practice teaching to the extent of five semester credits will be allowed.

The report on a teacher's work will be filed with her record at the college.

For this group, therefore, there will be no need for provision for practice teaching in the summer session.

4. *Program for the Fourth Group.* In this group, those in the candidature will be individuals with various stages of preparation. In general the work in this group will be of the usual academic character, though it will be essential that they have at least the fundamental courses in education, including "methods" before they actually undertake any teaching.

This group need not have any practice teaching during the candidature or novitiate, but will practically come under the rules of the preceding group when they are assigned to a school as a teacher in training.

If at any time the period of candidature makes pos-

sible the assignment of these students to practice teaching, the following plan should be adopted:

The student should be definitely assigned to a school under the direction of a principal who is interested in training young teachers. The number of these schools will increase in number as a training program is carried along with this program for training teachers. These students may be assigned to a formally organized teacher-training center, or to a school approved for teacher training. The students should do whatever work is required of them in the administration of the school or in teaching, but such a student must secure a minimum of fifty days actual classroom teaching.

For this group the same condition of reports and conferences and academic credit shall be followed.

III. General Note

Under this plan the director of training teachers in service and the special assistants assigned to her, the principals of these training centers, and the critic teachers, are all members of the faculty of the college. Periodically these persons shall meet with the teachers in the education department of the college as to the working of the plan and the policies to be laid down. These plans and policies must have the approval of the president of the college before changes are made or new ones installed.

When this scheme is formally approved it will be initiated by several days' conference at the college, to be followed by monthly conferences of one day until the plan is securely operating; then conferences shall be held not less frequently than three times a year.

IV. Administrative Plan for Province

The Commissary General. The general responsibility for the commissary general is unaffected by this

plan, except that it gives her a new mechanism to help achieve the great objectives which is the object of her administration. It makes the members of the Order in the elementary schools more effective in the service of God, for the glory of God, and the good of the neighbor.

The First Assistant. Her first assistant in charge of schools will have general administrative control of the scheme, through contact with the director of teacher-training in service in each diocese and the president of the college.

New Personnel Needed. For the new personnel needed to put the scheme into practical effect, there should be appointed immediately for the province a director of teacher-training in service. She should be provided with two or three assistants who with her will carry on the program of teacher-training in service.

Discovery, Training, and Reassignment of Existing Personnel. All other personnel exists in the order, though perhaps some additional training may be needed, but it needs to be discovered and assigned where it will be most effective as outlined in the plan itself.

Research Department. The plan will require continuous study of all reports, investigations, and proposals for the improvement of elementary schools. The standards for instruction in each subject as well as methods of testing must be worked out in detail and modified with increasing knowledge and experience.

For this purpose a new teacher of education should be appointed at the college, the appointment to be made by the president of the college in coöperation with the motherhouse authorities.

The department of education at the college in coöperation with the director of teacher-training in service and the motherhouse authorities shall constitute a committee on research in elementary education for this plan.

A University-Diocesan Coöperative Plan in Teacher Training and Research

Introductory

THE university facilities are freely at the service of His Excellency, the Bishop. The program offered herewith indicates the service the university might render to the parochial schools. This program outlines particularly a plan of coöperation with reference to the diocesan schools, and more particularly relating to the training of teachers for the elementary schools and for research on administrative and teaching problems in all grades of schools.

High-School Teaching. The present set-up at the university covers definitely the program of training for the high-school teacher, or training high-school teachers in service.

This program is submitted not for any perfection of detail, nor to imply that there are not other services

equally valuable with those that are listed. The program prepared at very short notice is an expression of the good will, the willingness to serve, and the desire to serve. It is capable of easy adjustment or of expansion as the need is expressed or otherwise becomes evident.

I. University Research Bureau for Diocesan Problems

No Administrative Power. A research bureau organized at the university could render a number of services to the diocese through the Bishop. It is almost too obvious to state, but as a precaution it perhaps better be stated that the function of the bureau will be merely to prepare material for action by the diocesan authorities — acceptance, modification, or rejection. It is understood, too, that no administrative au-

thority is vested in the university or any of its officers or agents with reference to the diocesan schools.

Services of Research Bureau. The services the university can render immediately are:

1. To prepare curricula in any subject in the elementary school; e.g.: (a) arithmetic, (b) reading, (c) language, (d) geography, (e) history, (f) civics, (g) health, (h) art, (i) religion.
2. To help set up standards for textbooks, and to make preliminary analysis of books.
3. To select tests, and to analyze results.
4. To suggest material for annual reports, and to analyze parochial reports, set up tables, etc.
5. To prepare diocesan circulars for elementary schools on subjects approved or requested by diocesan authorities.
6. To make general surveys to discover the existing facts: (a) teacher-training, (b) textbooks, (c) methods of teaching, (d) buildings, (e) supervision, (f) curriculum.
7. To conduct building research.
8. To collect and classify all material issued by the diocese and all other dioceses in the United States and Canada, England, and Australia.
9. To make a special study in: (a) location of schools, (b) class size, (c) supply and demand of teachers.
10. To outline the conditions for any specific experiments within the school systems.
11. To carry out ultimately a continuous testing program in the schools: (a) intelligence tests, (b) standardized achievement tests, (c) physical health and character tests.
12. To outline programs of teacher training in service.

An Immediate Proposal. As an immediate illustration of such service it is proposed that the Bishop request the university to prepare a modern curriculum in arithmetic for all the grades of the elementary schools.

Diocesan Coöperative Committee. To coöperate with the research bureau it is suggested that a general committee of teachers be designated by the Bishop, to make suggestions, and review findings in a preliminary way. If desirable, a committee of teachers for each grade might be designated instead of one general committee. However, this general committee might be retained and used as a general reviewing committee.

Final Report. The final report would be submitted to the Bishop for whatever administrative action he sees fit.

A Further Step. It would help very much if as a foundation to the whole program there was immediately authorized by the Bishop a kind of inventory survey, which would result in a series of fundamental facts (not judgments) regarding the Catholic elementary schools of the diocese.

Creation of Research Bureau. To create the machinery for the bureau the president of the university would issue the necessary authority with the fol-

lowing organization: Director, head of department of education; Personnel — members of the education department, members of related departments, e.g., speech; any member of the university faculty.

Method of Submitting Reports. The general administrative procedure will be that all reports will be reviewed by the whole group and approved by the director, and then transmitted to the Bishop through the president of the university.

Research Bureau and Teacher Training: The research bureau has an intimate relationship to the teacher-training program. If the research bureau would make available to the diocesan schools a series of modern curricula in all subjects in the elementary schools, together with best practices in technique of teaching, in supervision, and in administration, and these were adapted, then we would have developed a sound and specific basis for the teacher-training program. Each would reinforce the other, and there would be appreciable progress.

In this way, a situation that often happens, would be prevented. Teachers tell us in classes that "we recognize the soundness of the suggestion, but we couldn't do that in *our* school, because the principal would not permit it." The teacher could have specific preparation, and her pedagogical experience would reinforce her preparation. There would be no dualism between theory and practice.



HOLY SPIRIT, LORD OF LIGHT

Holy Spirit, Lord of light,
From the clear celestial height,
Thy pure beaming radiance give.
Come, Thou Father of the poor,
Come with treasures which endure;
Come Thou Light of all that live.

Thou, of all consolers best,
Thou, the soul's delightful guest,
Dost refreshing peace bestow;
Thou in toil art comfort sweet:
Pleasant coolness in the heat;
Solace in the midst of woe.

Light immortal, Light Divine,
Visit Thou these hearts of Thine,
And our inmost being fill:
If Thou take Thy grace away,
Nothing pure in man will stay;
All his good is turned to ill.

Thou, on those who evermore
Thee confess and Thee adore,
In Thy sev'nfold gifts descend:
Give them comfort when they die;
Give them life with Thee on high;
Give them joys that never end.

— S. Webb

June in the Religion Class

Brother Ernest, C.S.C., Ph.B.

THE Church has set aside June as a month of special devotion to the Sacred Heart of Jesus. As religion teachers, then, we should strive to inculcate or increase this devotion in the lives of our students. That this form of worship is pleasing to God is evident from the fact that it was revealed to us by the Sacred Heart Himself.

Every member of the class should be encouraged to join the League of the Sacred Heart. To belong to this, one must have his name enrolled in the League by a promoter whose business it is to admit, give a certificate of admission, and take the new names for enrollment in the official League register of the parish.

League of the Sacred Heart

When a person enrolls he agrees to say, each morning, what is known as the "Morning Offering." This should be said as soon as one awakens. By this prayer the member offers to God all his thoughts, words, actions, prayers, and sufferings in union with the Sacred Heart, and for the intention recommended each month by the Holy Father. No definite form need be said for this offering, but it would be well to memorize the one given on the *Sacred Heart Leaflet* distributed each month. It is as follows:

"O Jesus, through the Immaculate Heart of Mary, I offer Thee my prayers, works, and sufferings of this day, for all the intentions of Thy Sacred Heart, in union with the Holy Sacrifice of the Mass throughout the world, in reparation for my sins, for the intentions of all our Associates, and in particular for (*Name the General Intention recommended this month*)."

There are three degrees in the membership of the League. "Fidelity to the practice of the 'Morning Offering,' as explained above, comprises what is known as the First Degree, and must be fulfilled by all members of the League in order that they may have a title to the Indulgences and other spiritual benefits. It has the further advantage of consecrating every moment and every action of the day to God."

To belong to the Second Degree, one must, "in addition to the Morning Offering, recite each day as an offering to Our Lady, one Our Father and ten Hail Marys for the intention recommended each month by the Holy Father. No special enrollment or permission is required to take up the Second Degree. It may be done at will."

To belong to the Third Degree one has to receive Holy Communion weekly or monthly on the day assigned by the local director as a member of a band, in reparation for the sins of ingratitude and irreverence committed against our Lord in the Holy Eucharist.

The teacher should encourage his students to become promoters of the League. If one wishes to be a promoter he should get permission from his pastor or the director of the League in his parish. Then one gets ten or more members to join his band. It then becomes the duty of the promoter to get the leaflets when they

arrive at the parish church, and give them to each of the members of his group. The size of the band will depend upon one's zeal.

During the month of June the teacher should erect a small altar in the classroom in honor of the Sacred Heart. The students will gladly keep it supplied with flowers. The boys should be encouraged to make a shrine in their homes also, as we know from our Lord's revelations that this is especially pleasing to Him. Each member might be advised to wear the badge of the Sacred Heart concealed somewhere on his person. An indulgence of 100 days may be gained each time for saying "Thy Kingdom Come" while wearing it.*

Nine First Fridays

In religion classes where most members are daily communicants it will scarcely be necessary to urge them to make the Nine First Fridays. But if such is not the case, then the students should be informed concerning this devotion. In order to comply with the rules laid down by our Lord, as told by St. Margaret Mary, one must receive Holy Communion on nine consecutive first Fridays. One should look ahead to see whether or not Good Friday falls on one of the nine, for on that day, under ordinary conditions, one cannot receive Holy Communion.

I have often heard of people who tried several times to make the Nine Fridays, and never were able to complete them, and from this they drew the conclusion that they were not going to be saved. A word of warning against such superstition might be in order.

Human nature is such that it often looks for reward for what it does. In the case of those who honor the Sacred Heart of Jesus there can be no doubt about the reward, for in a revelation to St. Margaret Mary Alacoque, Christ gave the following promises:

I will give them all the graces necessary for their state of life.

I will establish peace in their families.

I will console them in all their pains and trials.

I will be their assured refuge in life and especially in death.

I will shed abundant blessings upon all their undertakings.

Sinners will find in My Heart an infinite ocean of mercy.

Lukewarm souls will be rendered fervent.

Fervent souls shall rise rapidly to greater perfection.

I will bless every house in which an image of My Sacred Heart shall be exposed and honored.

I will give to priests the talent of moving the hardest hearts.

The names of those who propagate this devotion shall be written in My Heart from which they shall never be effaced.

*We cannot quote an authority nor the date of the above indulgence. However, the 1930 edition of *The Raccolta* lists 300 days' indulgence granted by Pius X, May 4, 1906, every time for the ejaculation "Sacred Heart of Jesus, Thy Kingdom Come." This includes no reference to the badge or to membership in the League of the Sacred Heart. — Editor.

I promise thee in the excessive mercy of My Heart that My all-powerful love will grant to all those who communicate on the first Friday in nine consecutive months, the grace of final penitence; they shall not die in My disgrace nor without receiving the Sacraments; My Divine Heart shall be their safe refuge in this last moment.

Teachers will be surprised to find out how few of their students ever heard of the above twelve promises. Some years ago we heard them discussed frequently, and many different pamphlets were circulated on which they were printed, but of late one sees little of them. I think the teacher should read them to his class, and discuss them at length. Students find them very interesting and encouraging, as one can easily see from their written reactions to this devotion.

Catholic Higher Education

The next subject for discussion is Catholic higher education. Now more than ever should we encourage our students to continue their education in a Catholic college. This is the age of fads and theories, many of them harmful, if not absolutely opposed, to religion. Catholics have made heroic sacrifices to keep up their elementary and secondary educational establishments and thus lay deeply the foundation of the religious life of their children. It would be a pity, then, if the superstructure which is to be added in college be out of harmony with the foundation, and that would be the case were our students to go to non-Catholic colleges.

To be sure, there are many attractions drawing our boys to other than Catholic colleges. There is the so-called prestige which comes usually from highly endowed institutions. That often appeals to the more "socially minded" mothers. They can talk about it over their teacups and card tables.

Then there is the strange idea people have that their sons will have a far more difficult time obtaining a position upon graduation if they have finished in a Catholic college. Possibly they will unless Catholics make themselves felt in financial and governmental circles. If those who are graduated from our colleges have the attainments they should have, and can have, they need fear no second place. Let us not hesitate to be aggressive!

Another excuse often offered for not going to a Catholic college is that it costs far more to go to such than it does to the others. If those who make such statements would check up with the parents who have sent a son to a Catholic college with those who have sent one to a non-Catholic, they would find that such is not the case. The real tuition price might not be so high in the latter as in the former, but how about the "extras"? the frat fees, etc.? Then, too, isn't the greater possibility of saving one's soul through proper religious education acquired at a Catholic college worth consideration? In heaven and in hell there are no dollars and cents!

Means of Perseverance

Finally, let us not close our religion class without discussing the great problem of Perseverance. We have worked hard all during the year in teaching our stu-

dents to live their religion, and we will have noticed that they responded generously in most cases. They are now leaving us. Many of them will never have another day in formal education. Let us point out to them the great dangers that beset them, the enemies that will wage a continual fight against them to get them to give up the pious practices they have begun; to give up little by little the living of their religion. Then let us point out to them once more the aids they are to make use of in order to persevere in, and greatly increase, their faith and religious fervor.

The first enemy to perseverance is comfort. That begins to show itself as soon as school is out for the summer. Boys know that they do not have to be up at a certain time, unless they are employed, and then comes the temptation to stay in bed instead of getting up and going to Mass and Holy Communion as they did during the school year. True, they may not yield at first: one falls from fervor gradually. That is why it is of importance to warn our students about this.

The next enemy is the desire for change. People like diversion in ordinary occupations, and this will creep into the spiritual life also unless one is on guard against it. I have often heard boys say they stay away from Holy Communion, or neglect a pious practice now and then in order not to fall into routine, or so they will have greater fervor when they resume the practice. That is a dangerous attitude to take. Does an athlete neglect his daily exercise to be in better trim? If the devil can get a person to yield once, he will get him to do so again. There is the danger.

Another enemy to perseverance is the underestimation of the malice of venial sin. This, of course, has a tendency to deaden the sensitiveness of conscience, and in that very thing lies the danger. Little by little the devil gets in.

Lastly there is the enemy known as sensuality. This enemy overcomes his victim by causing him to indulge his appetites. Appetites in themselves are good, but when they are not held in check they become enemies. Overindulgence in eating, drinking, and dancing ruins many.

There are other enemies to perseverance that the teacher might discuss with his class. The four touched upon above are the most common ones given by high-school boys in their personal diagnosis. Father O'Hara, C.S.C., prefect of religion in the University of Notre Dame, in his pamphlet entitled *Perseverance* mentions fourteen enemies, and styles them: Comfort, Haste, Procrastination, Diversion, Disorder, Atrophy of the will, Tolerance of venial sin, Stagnation of the mind, Prosperity, The power of habit, Sensuality, Cowardice, Overconfidence, and Overtraining. His treatise is for college men, and that, possibly, is the reason why they are given under more numerous headings. After all, our enemies are all offsprings of the seven deadly sins.

The great aids to perseverance are four in number: the Sacraments, Prayer, Spiritual Reading, and Mortification. It would be advantageous to review these with the students, to refresh their memory, and to emphasize the importance of using these aids. In this review, likewise, the value of the confession of devotion might be stressed. Such a confession is the weekly or frequent one made by those who have only venial sins

to confess, but who wish to receive the grace of the sacrament of penance and thus increase the possibility of their perseverance.

At the close of the year I give the following quiz. No matter how well our methods may have worked one year, and with a certain group; there is the possibility that they may not have worked so well another year with a different class, and so it is well to check up on the results. The answers received one year may give us pointers for the next. Certain things we imagined were "put across" may not have been. Things we thought we emphasized enough, did not become a part of our students' spiritual life. A wise teacher will check the answers of one year against those of another.

Insist on truthfulness and frankness in the answers to the quiz. Tell the students the reasons why you are giving it: that they, in thus helping you, will be doing a great favor to those who are coming after them. Have no names on the papers.

Your Spiritual Inventory

1. Do you find it easier to go to confession now than in the beginning of the year?
2. How often did you go to Holy Communion during May?
3. Do you think you have improved spiritually during this school year?
4. Has your devotion to Our Lady increased since last October?
5. How often do you say the Rosary privately?

6. Have you adopted any pious practice in honor of Our Lady this year?

7. Are you wearing the scapular, or the scapular medal, regularly?

8. Do you meditate on the mysteries during the recitation of the Rosary?

9. Have you devotion to the Poor Souls?

10. In what does it consist?

11. How often do you make the Way of the Cross privately?

12. How often did you visit the Blessed Sacrament during May?

13. Have you kept any of your New Year's resolutions?

14. What do you think of the Particular Examen?

15. Were you benefitted by it?

16. How much time do you spend in thanksgiving after Holy Communion?

17. How much more time is that than before we discussed this subject?

18. How many spiritual books have you read this year?

19. Have you learned to think while you are reading?

20. What spiritual book did you like best?

21. Have you acquired a devotion to St. Joseph?

22. Name five prominent Catholic periodicals.

23. Do you pray for guidance in your vocation?

24. What was the most important thing you learned in religion this year?

25. What topics, not discussed this year, would you like to have added to the religion course?

Devotion to The Holy Ghost

By a School Sister of Notre Dame

(Concluded from the May issue)

The Six Sins Against the Holy Ghost

I. *Presumption of God's Mercy.* We know that God is all-merciful, and is ready to pardon the penitent sinner. However, if we persist in sinning, with the thought that this all-merciful God will forgive us, this is a grievous sin, because thereby we abuse the mercy and forbearance of God.

II. *Despair of God's Grace.* This is the opposite of presumption. To despair means to give up all hope of God's mercy, and to consider it impossible to obtain forgiveness, because of the grievousness of our sins; and, consequently, to despair of eternal salvation. This sin is often committed by those who lead a sinful life, and it frequently leads to suicide. Judas is perhaps the saddest, and at the same time the most repulsive, example of this particular sin.

III. *Resisting the Known Christian Truth.* This sin is committed by those who, knowing the truth as revealed by God, willfully and maliciously deny or falsify these truths. The Pharisees during the time of Christ were guilty of this sin.

IV. *Envy at Another's Spiritual Gifts.* Envy is one

of the capital sins. It becomes a sin against the Holy Ghost when we begrudge our neighbor his supernatural gifts. Thus Cain was envious of his brother Abel because God looked with favor on the latter's sacrifice.

V. *Obstinacy in Sin.* He commits this sin who continues in sin notwithstanding the warning of his own conscience, despising the Commandments of the Church, and refusing to heed the advice and admonitions of confessors, parents, and superiors.

VI. *Final Impenitence.* The sinner who continues to live in impenitence, and who does not make use of the means for obtaining forgiveness of his misdeeds is guilty of this sin. Many postpone their repentance for some future day, forgetting that at any moment they may be summoned before the judgment seat of God.

These sins are called sins against the Holy Ghost because by them we resist in a special manner the Holy Ghost, since we willingly and knowingly despise, reject, or abuse His grace. Holy Scripture says to those who commit them: "You stiffnecked and uncircumcised in heart and ears, you always resist the Holy Ghost: as your fathers did, so do you also" (Acts vii. 51).

We should particularly avoid them, because they obstruct the entrance of God's grace into our hearts, and

therefore either hinder our conversion, or render it very difficult.

The Sacrament of Confirmation

In the early Christian ages, the person baptized generally received three Sacraments: Baptism, Confirmation, and Holy Communion. The Sacrament of Confirmation was called the "Imposition of Hands," "The Mystery of the Holy Ghost," or "The Anointing." In the Acts of the Apostles we read that St. Peter and St. John went to Samaria to lay their hands upon "those who were baptized" that they might receive the Holy Ghost (viii. 14-17).

Many passages are to be found in the early *Fathers* and ecclesiastical writers which prove that Confirmation existed in the first ages of the Church, and is, therefore, of Divine institution. Tertullian thus speaks of the three sacraments usually administered to the catechumens: "The body is washed that the soul may be cleansed (Baptism); the body is anointed that the soul may be sanctified; the body is signed that the soul may be fortified; the body is overshadowed by the imposition of hands that the soul may be illumined by the Holy Ghost (Confirmation); the body eats and drinks the Body and Blood of Christ that the soul may be nourished of God (Eucharist)" (*de resurrect. carn.* c. 8).

When Peter and John made their first journey into Samaria to confirm "they prayed over the faithful, that they might receive the Holy Ghost." The Bishop, when he administers the Sacrament of Confirmation, does the same thing. He extends his hands over those to be confirmed and prays that God may send down the Holy Ghost and His seven gifts upon them. Then he anoints them individually with chrism on the forehead, in the form of a cross, holding in the meantime his hand on the head of the one to be confirmed, and saying: "I sign thee with the sign of the cross, and confirm thee with the chrism of salvation, in the name of the Father, and of the Son, and of the Holy Ghost." Finally the Bishop turns to the altar, offers a prayer, and then blesses those just confirmed with these words: "May the Lord bless you from Sion, that you may see the blessings of Jerusalem all the days of your life, and that you may have eternal life."

The Grace of Confirmation

As a sacrament of the living, Confirmation produces an increase of sanctifying grace. The soul receives the Holy Ghost Himself, the dispenser of all graces. The special sacramental grace of Confirmation is the strengthening of the Faith; or the maturity of the supernatural life. The soul is strengthened to profess the faith courageously, and to combat against the enemies of salvation. Confirmation imprints upon the soul a character which marks the recipient as a soldier of Christ.

Furthermore, Confirmation confers the gifts of the Holy Spirit upon the soul — gifts which enable the soul to live its supernatural life more fully and more effectively.

To receive the Sacrament of Confirmation worthily, careful preparation should be made for some time previously, and at the time of the reception of the Sacrament, various little observances are to be fol-

lowed. In his book, *The Sacraments Explained*, Rev. J. J. Baiert offers a list of suggestions; which we shall quote for the practical benefit of the teacher:

The Social Advantages of the Descent of the Holy Ghost

"Thou shalt send forth Thy Spirit and they shall be created, and Thou shalt renew the face of the earth" (Ps. ciii. 30). When God created the first man, He formed a body out of the slime of the earth. This body, however, was inert, lifeless, until God breathed into the face of that body the breath of life. Something very much the same occurred on Pentecost. The Holy Ghost breathed the breath of life into the great family of men.

Before the coming of the Holy Spirit, the state of society was a sad and lamentable one. Idolatry and superstition, tyranny and oppression were rampant everywhere; the most revolting crimes and the most disgusting vices were looked upon as something desirable, and even worshiped as divinities. The Holy Spirit swept away these abominations and substituted for them the reign of truth, justice, and virtue.

The poor and unfortunate were neglected and left destitute; nothing, or very little, was done to alleviate their sufferings, since the spirit of charity was wanting. This spirit could come only from God, and, according to St. Paul, was shed abroad through the Holy Ghost: "The charity of God is poured forth in our hearts by the Holy Ghost, Who is given us" (Rom. v. 5). Since His coming the face of the earth has verily been renewed. Everywhere today we find charitable institutions for the sick and the destitute, for orphans, for the old and the feeble. The work in these institutions is carried on by benevolent societies, by religious men and women, who, animated by the Spirit of Love, are willing to sacrifice themselves as martyrs of charity.

The Gospel of Charity, first carried into heathen lands by the Apostles, is preached today by thousands of priests and missionaries, who are following in the footsteps of Christ's first disciples, are bringing the Spirit of Christ Himself, which is none other than the Spirit of Love, into the hearts of countless members of the human race.

Before the preaching of the Gospel, a great part of the human race was suffering under the bondage of slavery. In Rome and Athens, a single individual often owned hundreds and even thousands of slaves. It was reserved for the Holy Spirit to abolish this abuse. Through the mouths of the Apostles He proclaimed to the world: "There is no respect of persons with God" (Col. iii. 25); and that with Him there is neither "bond nor free, but Christ is all in all" (Col. iii. 11).

Mankind owes an infinite debt of gratitude to the Holy Ghost for the inestimable blessings of civilization.

Preparing for Pentecost

The following little practices will prove helpful during the time of preparation for Pentecost:

1. Purification of the heart:

- a) By frequent acts of sorrow for our sins.
- b) By a fervent and contrite confession.

Sin is an obstacle to the coming, and to the indwelling of the Holy Spirit in the soul. "Wisdom will not enter into a malicious soul, nor dwell in a body subject

to sins. For the Holy Spirit of discipline will flee from the deceitful" (Wisd. i. 4-5).

2. Strengthening the soul:

a) By the practice of mortifications, such as abstaining from things that are pleasing to the senses, overcoming our evil inclinations, controlling our sensual appetites, submitting to the will of others, etc.

b) By the frequent reception of Holy Communion.

3. Adorning the heart with virtues:

a) To attract the Holy Spirit, as it were, to come into our souls;

b) To induce Him to remain with us.

The individual teacher will best be able to point out to the children those virtues which are especially suited to their condition and state of life, as well as to their respective age levels.

Results of Descent of the Holy Ghost

1. The wonderful results produced in the Apostles. (These are mentioned elsewhere in this study.)

2. The results that we may expect, if we make a careful preparation for the coming of the Holy Spirit.

a) The sevenfold gifts of the Holy Ghost.

b) The Spirit of God, as opposed to the spirit of the world. St. Paul says: "We have received, not the spirit of this world, but the Spirit that is of God" (I Cor. ii. 12).

c) Light to recognize, and strength to follow, the inspirations of the Holy Spirit.

It is necessary that the teacher instruct the children how to recognize these inspirations, and to call their attention to the importance of heeding them. This is a rather difficult problem, and requires psychological foresight and pedagogical tact. A rather simple but effective way of doing this is to suggest to the children something that the Holy Ghost might inspire them to do; for instance, to visit the Blessed Sacrament on the way home from school; to recite a prayer or ejaculation for some special intention; to receive Holy Communion more frequently; to share something with a brother, a sister, or a companion; to abstain from candy on a certain day; to visit a sick friend; to help father or mother at home; to avoid evil companions; to study diligently; etc. These are good thoughts which the Holy Spirit imparts, and which should be put into practice. Even though it may not be sinful to disregard good inspirations, nevertheless the continuous disregarding of them will result in their gradual lessening, and finally in their complete cessation. The faithful correspondence with the grace of the Holy Ghost, however, will result in a constant progress in virtue, growth in spirituality, the possession of true peace and joy of heart, and in the ultimate union with God in holy Love.

If children are made to realize the benefits of true devotion to the Holy Spirit, they will learn to love this devotion, and will acquire the habit of practicing it; a habit which will prove a strong factor in the process of character formation, and an effective means of insuring their eternal salvation.

Liturgy of the Feast of Pentecost

Jesus had laid the foundation of the Church during His apostolic life, and conferred on her His powers after the Resurrection. It was left for the Holy Ghost to complete the training of the Apostles and to endow

them with Divine strength, as the Gospel (John xiv. 23-31) tells us. The visible reign of Christ was succeeded by the invisible reign of the Holy Ghost.

"The Feast of Pentecost is the commemoration of the first manifestation of the Holy Spirit in the disciples of Jesus Christ, and consequently that of the foundation of the Church." And it was for this reason that the basilica dedicated to St. Peter, the Head of the Church, was chosen for the Station held today.

Jesus, as the Gospel tells us, has foretold to His disciples the coming of the Paraclete, and the Epistle shows how this promise was fulfilled. It was at the third hour that the Cenacle was filled with the Spirit of God. The marvellous outward signs of this event were a mighty wind which suddenly filled the house, and the apparition of tongues of fire within.

The Collect reminds us that the Apostles were instructed by the light of the Holy Ghost: "O God, Who on this day didst instruct the hearts of the faithful by the light of the Holy Spirit, grant us by the same Spirit to relish what is right and ever to rejoice in His consolation."

They were filled with the outpouring of His sevenfold gifts, according to the Sequence.

The Introit relates how they in their turn are going to renew the whole face of the earth: "The Spirit of the Lord hath filled the whole world, alleluia; and That which containeth all things hath knowledge of the voice, alleluia, alleluia, alleluia. Let God arise, and let His enemies be scattered: and let them that hate Him flee from before His Face."

The Offertory: Confirm, O God, what Thou hast wrought in us; from Thy temple, which is in Jerusalem, kings shall offer presents to Thee, alleluia.

And High Mass at the third hour is the time at which we also receive the "Holy Ghost, Whom Jesus, ascended into Heaven, sends forth today on the children of adoption" (Preface), for each one of the Mysteries of the Cycle produces fruits of grace in our souls on the day on which the Church celebrates it.

Prayer to the Holy Ghost for the Church

O Holy Spirit, Creator, be propitious to the Catholic Church; and by Thy heavenly power make it strong and secure against the attacks of its enemies; and renew in charity and grace the spirit of Thy servants, whom Thou hast anointed, that they may glorify Thee and the Father and His only-begotten Son, Jesus Christ, our Lord, Amen. (Indulgence: 300 days, once a day. Leo XIII, Aug. 26, 1889.)

Novena in Honor of the Holy Ghost

O God, Who givest Thy gifts to whom Thou wilt, and as Thou wilt, illumine with Thy light the darkness of Thy faithful servants.

Descend upon us, Spirit of Intelligence, and so penetrate us that we may understand all the mysteries of our holy religion.

Descend upon us, Spirit of Counsel, make us to understand what we must do to accomplish Thy Divine Will.

Descend upon us, Spirit of Fortitude, and so attach us to God and our duties that His Divine law may be the rule of our life.

Descend upon us, Spirit of Knowledge, Thou alone canst aid us to know God and ourselves.

Descend upon us, Spirit of Piety, and make us accomplish with meekness and joy all that is pleasing to God.

Descend upon us, O Spirit of the Lord, and aid us to avoid with faithful care all that displeases our Heavenly Father.

Glory to the Father Eternal, to the Son, and to the Holy Ghost, Who livest and reignest ever, world without end. Amen.

Bless us, O Lord, with Thy most precious benedictions, that Thy Holy Spirit may direct, animate, and sanctify our whole lives.

Consecration and Prayer to the Holy Spirit

O Holy Spirit, Divine Spirit of light and love, I consecrate to Thee my understanding, heart and will, my whole being, for time and for eternity. May my understanding be always submissive to Thy heavenly inspirations, and to the teaching of the Catholic Church, of which Thou art the infallible Guide; may my heart be ever inflamed with love of God and of my neighbor; may my will be ever conformed to the Divine Will, and may my whole life be a faithful imitation of the life and virtues of our Lord and Savior Jesus Christ, to Whom with the Father and Thee be honor and glory forever. Amen. (Indulgence: 300 days, once a day. Pius X, June 5, 1908.)

Prayer to the Holy Ghost

O Holy Ghost, Thou Teacher and Sanctifier, Who givest light and strength to my soul, bless me that I may be more faithful to Jesus, my Savior and my God, Who is hidden in the Blessed Sacrament, and that I may love Him more and more. In the light of the tabernacle, I ask of Thee, O Holy Spirit, to fill my heart with a pure desire for Jesus, the Living Bread. Give me grace to adore Him with a zeal and humble veneration of the holy angels; grant that His will may be done to thank Him for all His gifts, and most of all, for Himself. By this Holy Sacrament He strengthens souls in purgatory and gladdens souls in heaven. He is the hidden manna, promised by Himself to all who overcome themselves and love Him. May I taste the sweetness of Jesus! Set up more and more Thy kingdom in my soul that I may keep my body under subjection, lest I should be a castaway from Jesus.

Poems and Hymns to the Holy Ghost

THE GOLDEN SEQUENCE

Come, Thou Holy Spirit, come
And from Thy celestial home
Shed a ray of light Divine;
Come, Thou Father of the poor,
Come, Thou source of all our store,
Come, within our bosoms shine.

Heal our wounds; our strength renew;
On our dryness pour Thy dew;
Wash the stains of guilt away;
Bend the stubborn heart and will;
Melt the frozen, warm the chill;
Guide the steps that go astray.

— Pope Innocent III

THE PILLAR OF THE CLOUD

Lead, kindly Light, through the encircling gloom;
Lead Thou me on!

The night is dark, and I am far from home;
Lead Thou me on!

Keep Thou my feet: I do not ask to see
The distant scene; one step enough for me.

I was not ever thus, nor prayed that Thou
Shouldst lead me on.

I loved to choose and see my path; but now
Lead Thou me on!

I loved the garish day, and, spite of fears,
Pride ruled my will; remember not past years.

So long Thy power hath blessed me, sure it still
Shall lead me on

O'er moor and fen, o'er crag and torrent, till
The night is gone,

And in the morn those angel faces smile
Whom I have loved long since, and lost awhile.

— John Henry Newman

VENI CREATOR SPIRITUS

Creator Spirit, by whose aid
The world's foundations first were laid,
Come visit every pious mind,
Come pour Thy joys on human kind;
From sin and sorrow set us free
And make Thy temples worthy Thee.
O Source of uncreated light,
The Father's promised Paraclete!
Thrice holy fount, thrice holy fire,
Our hearts with heavenly love inspire;
Come and Thy sacred unction bring
To sanctify us while we sing.
Plenteous of grace, descend from high,
Rich in Thy sevenfold energy!
Thou strength of His almighty hand,
Whose power does heaven and earth command.
Proceeding Spirit, our defense,
Who dost the gifts of tongues dispense,
And crown'st Thy gift with eloquence!
Refine and purge our earthly parts;
But oh, inflame and fire our hearts!
Our frailties help, our vice control,
Submit the senses to the soul;
And when rebellious they are grown
Then lay Thy hand and hold them down.
Chase from our minds the infernal foe,
And peace, the fruit of love bestow;
And lest our feet should step astray,
Protect and guide us on the way.
Make us eternal truths receive,
And practice all that we believe;
Give us Thyself that we may see
The Father and the Son by Thee.
Immortal honor, endless fame
Attend the Almighty Father's name;
The Savior Son be glorified,
Who for lost man's redemption died;
And equal adoration be,
Eternal Paraclete, to Thee!

— From the Latin by John Dryden

Tenure and Turnover in Public and Parochial Schools

Russell L. C. Butsch, Ph.D.

The Relationship Between Tenure and Training

IN any discussion of teacher training it is essential to take into consideration a closely related problem, that of tenure in the profession. Obviously, the amount of training which a worker in any field can be expected to obtain will be determined in large measure by the length of time during which he will normally make use of that training. If he is going to serve for a few years only, and then enter some other occupation, he will be unwilling to spend a large amount of time and money on preparation. Even if the expense of his training falls upon the state or some other institution rather than upon the individual, the question of return on the investment must still be considered. In this connection it is interesting to examine some of the data on teacher tenure as they are revealed in investigations of the subject.

Tenure of Public-School Teachers

Those who have attempted to answer this question of the tenure of teachers in the profession have attacked the problem from two directions. The first type of study to be considered here is that which determines the amount of replacement required in the profession as a whole. The National Education Association in 1924 obtained estimates from the various state superintendents of public instruction as to the number of new teachers required to replace those leaving the profession in the state. The average so obtained for the entire country was 16 per cent. Theoretically, if 16 per cent of the teachers needed to be replaced each year, a supply of new teachers equal to the original number would need to be found every $6\frac{1}{4}$ years. Or, in other words, the average teaching life for all members of the profession would be slightly over 6 years. The numbers reported varied greatly among the states. Florida reported only 4 per cent, making the average teaching life in that state 25 years; Wyoming reported 47 per cent, indicating a teaching life of slightly over 2 years. In the case of 33 states the percentage ranged between 10 and 20, indicating an average tenure of from 5 to 10 years. Obviously, these are only estimates, but in many cases they probably give rather close approximations to the true situation.

A much more accurate study is reported by the National Survey of the Education of Teachers, based upon data for the year 1930-31. In the case of all teachers reported in that year as new to their positions, the attempt was made to discover what had happened to their predecessors. It was found that for both elementary- and senior-high-school teachers, 20.5 per cent were new to their positions. When the reasons accounting for the vacancies which they filled are grouped, it is found that 9.6 per cent of the elementary teachers of

the previous year, and 8.6 per cent of the high-school teachers, had apparently left teaching. These figures are much lower than those furnished by the previous study. They indicate an average teaching life of from 10 to 12 years. It is quite likely that the abnormal conditions in 1930-31 had retarded the normal withdrawal of teachers from the profession, especially in regard to the two most common causes, "marriage," and "entered other occupation." Teachers, like everyone else, were retaining their positions as long as possible in 1930-31.

One more study, more limited in its scope, but probably more accurate in its method, is that of Wood, who obtained data directly from the records of the Retirement Fund Board of the State of Ohio for a 5-year period, 1923-28, on the number of teachers who actually withdrew from teaching in the state. The percentages of withdrawal for the 5 years were: 15.4, 16.6, 13.7, 13.8, and 13.0; the average for the 5-year period was 14.4 per cent. This would indicate an average teaching life in the state of about 7 years.

Tenure as Determined from Service Tables

The second method of determining tenure is by making a table of the number of years of service of a group of teachers at some particular time. Numerous such tables have been constructed for various groups of teachers, by cities, by states, and by types of teaching positions. Clarke, in 1926, collected and summarized all service tables then available. From a total of 112 tables, he selected 40 tables which did not overlap by containing data on the same teachers. These 40 tables were then combined into one table, representing the years of service of over five hundred thousand different teachers. He found that the mean tenure of the entire group was 8.27 years, which would indicate a turnover of about 12 per cent each year. But of much more significance than the mean tenure is the median tenure, which he found to be 4.86 years. This means that half of those teachers had been teaching for less than 5 years.

A still more significant study is that which Clarke himself made, based on data obtained from the records of the Wisconsin Retirement Fund Board. From these records he determined the number of years of teaching of each individual teacher, at the time of leaving the profession. The data are for women teachers, exclusive of Milwaukee. Some of the highly significant facts are as follows: 18.8 per cent withdrew after only 1 year of service; 16.7 per cent withdrew after only 2 years of service; 14.3 withdrew after only 3 years of service; 11.0 per cent withdrew after only 4 years of service; 8.0 per cent withdrew after only 5 years of service. In other words, 68.8 per cent of all of the teachers who withdrew, left the profession after 5 years or less of

service as teachers; 9.2 per cent withdrew with from 6 to 9 years of service; 3.6 per cent with from 10 to 24 years of service; 18.4 per cent withdrew after 25 years of service or more.

The important point about the data of this study is that they indicate very clearly that a large majority of teachers — over two thirds — withdrew within the first 5 years; those who stayed that length of time were very likely to remain members of the teaching profession for 25 years or more.

The Problem of Securing Adequate Training

The relationship of the data quoted above to the problem of training should be readily apparent. As long as teaching remains a transient occupation, it will be difficult to secure adequately trained teachers. Whether half of the teachers leave the profession by the time they have had 4.86 years of experience, as indicated by one study, or 68.8 per cent of the teachers leave by the end of the fifth year of training, as indicated by another study, the situation is seen to be serious. Even if the figures for average tenure, as obtained in the first studies mentioned, are considered as furnishing a more accurate picture, there is still a difficult problem to be faced. States and school boards have been striving in recent years to increase the demands for training. Two years of training for elementary teachers, and four years for high-school teachers, are now accepted by most authorities in the field as a minimum acceptable standard. And some states have taken steps to increase these to three and five years, respectively. But if half of the teaching staff can look forward to no more than five years of service, a serious question might be raised as to the expediency of maintaining or increasing these standards.

It is in this relationship between tenure and training

that the Catholic schools have a very decided advantage. Practically all of the teachers in the parochial elementary schools belong to the various teaching orders, and even in Catholic secondary schools the number of lay teachers is still negligible. The members of the teaching orders are dedicated to a lifetime of service. No question of brief tenure can be raised in their case. It is therefore possible for them to plan their teaching careers with a view to obtaining as much training as can be shown to be of value to them and to the schools which they serve. The only question which they need to consider seriously is the amount of training which they should have to begin teaching. Thereafter they may continue with training in service up to the point of diminishing returns.

In the case of any particular teaching order, or the Sisters in any particular diocese, there should, of course, be the preliminary step of determining the training status of all members. In many cases, of course, this is now available. Having a complete catalog of all teachers, with their present education, service up-to-date, and an estimate of the number of years of future service, one would be in a position to make training recommendations which would in a short period of time produce the best-trained corps of teachers to be found in any set of schools. It would indeed be unfortunate if any such groups should be satisfied to continue indefinitely with training barely meeting the minimum standards. Public-school administrators must usually be satisfied if they can obtain a small percentage of "career teachers" in their staffs. Every Catholic parochial-school faculty is made up entirely of "career teachers." If they did not continue their training to the point where they could render the utmost service to their schools a magnificent opportunity would be lost.

Vacation Activities for Children

Clara Woltring

IT would seem that the annual recurrence of the extended summer vacation offers principals and teachers an excellent opportunity for translating into action the ideal of preparing our citizens for the wholesome use of their leisure. The last day of school, instead of directing excessive attention to the academic achievements of the past, may properly take steps to safeguard the future within the limits of the summer vacation. It is the purpose of the writer to describe the manner in which the faculty of an elementary school¹ attempted to discharge its assumed obligation in the matter of guiding the vacation activities of children.

Some weeks prior to the last P.T.A. meeting of the school year a tentative list of activities was prepared by the members of the program committee, the personnel of which consisted of two mothers and the writer, who functioned as chairman and faculty representative. The resulting list was submitted to the

principal and teachers for modification and expansion. Inasmuch as the distribution of circulars among the members of the P.T.A. and the children was contemplated, it seemed expedient to limit the material to a single page of single-space typing. The completed circular read as follows:

Interesting Things to Do

Enjoying the Wonders of Nature

1. Make an "Outdoor Book" (Remember the fall exhibit.) Press, mount, and label wild flowers and ferns. (Do not pull up plants by the roots or take more than are necessary.) Draw and label pictures of trees. Make blue prints of leaves and sprays of pine needles. Keep a bird calendar. Watch birds to find out about their habits.

Keep a record of flowers and weeds as they appear. As you travel, take photographs of interesting landscapes, trees, and animals. Keep a diary of your trip. Write stories about things you see.

Keep a record of the moon for a month to show changes. Make a list of questions you would like answered in the fall.

¹North Bartlett Avenue School, Milwaukee, Wis.

Take photographs or make drawings of animals at the zoo. Write stories or descriptions of them. Read about them in the encyclopedia. Write about the picnics you attend.

2. Make collections of shells, stones, rocks, seeds, grasses, mosses, pine needles, pine cones, cocoons, flowers that grow in your garden, butterflies, garden weeds. (Remember the fall exhibit.)

3. Make an aquarium, a fernery, a bird bath.

4. Keep a record of the things planted in your garden.

5. Visit the parks and see how many trees you know by name.

6. Raise butterflies. (Eggs are found on leaves of parsley, carrot, elm, oak, milkweed.)

Making Books Your Friends

1. Collect poems and jokes found in magazines.

2. At the library, join the Vacation Reading Club. Get a library card. Ask for books which tell how to make puppet shows, models of boats, airplanes, etc., blue prints, ferneries, bird baths, etc. Ask for books which help you to know flowers, trees, birds, insects.

3. Buy a magazine. Grades 7-8: *Popular Science*, *National Geographic*, *Scientific American*. Grades 5-8: *American Boy*, *American Girl*, *Boys' Life*, *Popular Mechanics*, *Nature Magazine*. Grades 3-8: *Child Life*.

4. Make a record of books read during the summer. Record the title and the author's name. Draw a picture of the character you like best or illustrate some happening in the story. (Remember the fall exhibit.)

Getting Acquainted with Your City

Visit the public museum; the art gallery; the children's room in the public library; the Washington Park Zoo.

Making Things. (Remember the fall exhibit.)

Books: Scrap books (sports, automobiles, boats); riddle books, poem books, snapshot books.

Models of boats, airplanes, bridges, a play city.

Puppet show.

Scenery and costumes for a play.

Doing Your Share (Doing one thing regularly and well will help your mother.)

Arrange flowers for the home; put away laundry; take charge of feeding pets; put playthings away neatly; set the table; clean a room; wipe the dishes.

Helping Little Sisters and Brothers

Help them make a rag doll, doll dresses, a doll house, a store, a tent, a scrap book.

Play with them: ball, number games (Lotto, Ring Toss), soap bubbles.

Read aloud, stage a play, write letters for them.

Have a tea party (applesauce, cocoa, toast).

Make sandwiches for a picnic.

At the last P.T.A. meeting in June it was pointed out that the purpose of the circular was to stimulate the children to engage in profitable enterprises and to aid the parents in making suggestions. It was announced, further, that during the first week of the forthcoming school year the pupils whose activity resulted in tangible outcomes would be able to display what they had made, and the parents were accordingly asked to sustain interest in this event.

During the last week each teacher distributed copies of the circular among her pupils and discussed with them its purpose and contents, recommending especially those activities which gave most promises of successful execution and interest appeal on the maturity level concerned. Interest was stimulated in the fall exhibit, and the manner in which the purpose of the circular was explained made it clear that no invidious distinctions would be made at the expense of those who did not participate in the exhibit.

In pursuance of the announced plan an exhibit was arranged during the first school week in September in the assembly hall. A committee of teachers and children classified and displayed the articles, which were labeled with the name and grade of their owners. The contributions were viewed by the various classes at appointed times during the day and parents were invited. It may be said parenthetically that the response in the number of articles submitted and in enthusiasm indicated unequivocally that the exhibit would be welcomed as an annual event and might continue to be regarded as an instrumentality for securing a measure of sustained interest and effort during the summer vacation.

Recognizing the possibility that the first circular might not be fully representative of children's interests and abilities, each teacher recorded the number and nature of the articles submitted by her class. The completed records were filed as reference material for the committee which would prepare the next vacation circular. In other words, the expectation is that each year's suggestions will be revised in the light of the exhibit results to bring them into closer harmony with children's interests as manifested in finished articles.

Possibilities for improving the present procedure, which is admittedly experimental, are recognized. It is a likelihood that a greater number of especially suitable activities for a given class of pupils could be given mention if the present uniform circulars for all grades were superseded by circulars representing such maturity groups as the following: first and second grades; third, fourth, and fifth grades; and seventh and eighth grades. Further, a keener interest in nature might be an outcome if teachers would definitely attempt during the closing weeks to stimulate interest in the proposed activities and to suggest methods of executing them.

THE NOBILITY OF TEACHING

In a recent issue of *The Catholic Daily Tribune*, Rev. J. M. Lelen quoted the following words of the immortal Daniel Webster:

"If we work upon marble it will perish. If we work upon brass time will efface it. If we rear temples they will crumble to dust. But if we work upon men's immortal minds, if we imbue them with high principles, with the just fear of God and love of their fellow men, we engrave on those tablets something which no time can efface, and which will brighten to all eternities."

And here is the same thought expressed in verse:

TO TEACHERS

Some carve in the white gleaming marble
The things that in fancy they see;
Some fix them with canvas and color,
And bring them to you and to me.
Some guide with "thou shalt" and "thou shalt not,"
Some seek to inspire with a song;
You build with a subtler material—
The traits that shall make the race strong.

When the statues have weathered and fallen,
When the paint on the canvas is dead,
When the precepts of priests are forgotten,
And the songs and their singer are sped,
You shall live in the lives you have molded
And lead with the courage of ten.
The Great Master Workman be with you!
I hail you, ye makers of men!

— James C. Harwood

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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How Important is the Teacher?

In this number there is presented a comprehensive view of the Catholic teacher-training problem that may prove to be in its results historic.

Surely no problem of Catholic education has deserved more considered treatment and received less in practice than the problem of teacher training. It is at the heart of the problem of Catholic education itself. The trite and platitudinous "As the teacher so the school" does express a fundamental truth but we must not forget the corollary of that truth that a teacher may actually hinder and injure a child as well as stimulate and help him. Teachers in all kinds of schools are every day doing irreparable damage to the moral, mental, including the emotional nature of children. The poorly informed, ill-prepared teacher, ignorant of child nature as of subject matter, is a menace to education. The not-yet-adequately-prepared teacher may in her naïveté and ignorance do injury even though she may have the best intentions in the world.

There is no teacher adequate to the opportunity and the responsibility of the Catholic school except the very best teacher. The high responsibility which is implicit in its very conception and in its purpose can be lived up to only with the best teachers. The practice of taking novices prematurely from their training is hard-

ly ever justified. For the novice to receive the very best practical and theoretical training is her right and the right of the child she will instruct unto justice.

There is very clearly the obligation on the Catholic Church to meet its great purpose to train the best persons in an eminent degree for teaching in its schools. Nothing less will do. Nothing less will satisfy the obligation to feed Christ's lambs and sheep. Nothing less will be worthy of the Roman Catholic Church.

The Diocesan Normal School

One of the most interesting of the developments in the teacher-training field is the diocesan normal school. Dr. Hagan, of the Cleveland diocese, has written a thesis dealing specifically with the problem. Dr. Schmitz's thesis also at the Catholic University, which has been printed, deals more generally with the problem. Sister Francis' thesis on the Training of Catholic Elementary School Teachers also deals with the general problem.

We do not propose to discuss this problem of the diocesan normal school finally or fully in this editorial. In fact, we do not intend to discuss it at all, but to list certain questions which have been raised regarding the full-time diocesan normal school.

When should a diocesan normal school be established? Should one be established when there exists in the diocese a good Catholic college or university with an effective department of education? Shall the diocesan authorities in this way reinforce the local Catholic college or university?

What is the effect of a diocesan normal-school training of all Catholic parochial-school teachers together under a coöperative faculty? Is there a morale or *esprit de corps* or an intangible personality of a religious order and the system of training that is destroyed or weakened if all members of different orders are trained *en masse*?

Are the qualifications of the jobs of diocesan superintendent of schools and head of a teacher-training institution so similar as ordinarily to be found in the same person? Is not the diocesan superintendent in a stronger position if he lays down (or works out in coöperation with the teacher-training institution) the essential conditions of the training program? Does not the Board of Examiners recommended by the Baltimore Council furnish an adequate basis of control?

Have, as a matter of fact, the diocesan normal schools provided staffs of specific training and experience for this technical and difficult job of training teachers?

Shall we bring out those questions into the open for frank discussion, or shall we permit them to be whispered about with a finger held over the lips?

Our present purpose is merely to present the question. There it is. What are you going to say about it?

Training for a Lifetime Service

There is one condition noted in Dr. Butsch's article that we shall do well to keep in mind. It is that with a

practical guarantee of a lifetime of service of the teachers in Catholic schools, it is immensely worth while, even to bringing a hundredfold return, to give them training. The Church would be justified in giving its teachers longer and more adequate training than is given for teaching in public schools.

A well-conceived and well-executed program of teacher training with its results continuing for the lifetime of its beneficiaries, would make the practical results of Catholic education generally as superior to all forms of non-Catholic education, as its idea or purpose is superior, more comprehensive, and more inclusive than all other educational ideas.

The Mystic Body of Christ and Charity

In his appeal to raise a minimum of \$75,000, for the charitable and correctional institutions of Milwaukee County, His Excellency, Archbishop Samuel A. Stritch said:

It is indeed known to you that in Catholic teaching to serve the poor and the afflicted is a very part of religion. To us the Master lives on mystically in the poor and the needy crying for love and help. To worship Him in our churches and to forget Him in the poor would be an unthinkable contradiction and an hypocrisy. It is not the poor who are enriched by our alms but we in almsgiving are the recipients. The noblest qualities of soul are born and fostered in love and service of the poor. To delegate to public authority all works of charity is to extinguish the sacred fire of charity in human hearts.¹

Here we see the relation of the doctrine of the Mystical Body of Christ to Catholic Action. Here we see the appeal to translate religious knowledge into action expressing Christian love.

We are one in Christ. In the injury or benediction of one the whole body feels the reverberations. No want but affects the whole body! No distress but affects the whole body! No aid that can be given will surely be denied. If we see it properly, we help ourselves. As Lowell put it so well, "Who feeds his hungry neighbor feeds three, himself, his hungering neighbor, and Me."

We realize the truth on the positive side when in the doctrine of the Communion of Saints we realize the spiritual unity of mankind in the Church Triumphant, the Church Militant, and the Church Suffering. We realize how we are helped in the excess of virtues of other members of this communion of mankind in Christ.

We are one in Christ. We are trustees in God's name of what we have. In a very real sense it belongs to the whole Body of Christ. We must help raise the whole Body of Christ a little spiritually — and even a little materially, at least. "If," as the Archbishop says in the slogan of his campaign, "we have two pennies in our hands, one of them belongs to the poor."

If our Christian doctrine is properly taught, think of what a response of love, action and sacrifice will such a stirring and Catholic appeal make. Here is a good

illustration of the significance of the proper teaching of the catechism as a basis of the individual Christian life and of Catholic Action. Do we really see the Mystic Christ in the poor and the afflicted? If we do, our road is clear, whether we live in Milwaukee, in Miami, or Los Angeles, or wherever we live in the whole world.

Religion in Education

A central problem (if indeed it is not *the* central problem) of Catholic education is the position and influence of religion in the curriculum. We have made clear that it is not "education *and* religion," we want, but "religion *in* education." We do not want religion to be merely an adjunct to the educational scheme. We want it to be an integral point of education. We now want the laws or insights which have been so helpful in other fields to be used in religion too. We want a genuine unity of the educational plan with religion at the center.

Dr. Rudolph Bandas has put the present demand and present need well in these words:

Catholic education, then, is one in which religion energizes and vitalizes the whole field of instruction, in which "all branches of science expand in the closest alliance with religion," and "all types of study are enlightened by the bright rays of Catholic truth." Catholic education does not confine itself to written revelations, but embraces and includes every manifestation of God, whether in nature, in history, or in life. Under the teacher's prudent guidance, the children should learn to reflect upon God's place in their lives and in the universe, and so detect the relation of all their human knowledge to God and to religion. This correlation of secular branches with religion must not be forced and exaggerated. It is not necessary that the teacher moralize on every rule of grammar and on every problem of mathematics. It should rather be implicit. The child's power of reflection should be so developed that he will be able to learn gradually to apply the principles of religion to his intellectual, industrial, civic, and professional life, as well as to all the vicissitudes of human existence.¹

It is quite unfortunate the way this principle is often applied. We receive occasionally the most preposterous proposals for teaching religion through this or that other subject. Father Bandas is conscious of the difficulty in his caution that the relation should often be implicit. The sudden transformation of general texts into "Catholic" textbooks by the addition of a few changes not fundamental at all, is another way this principle is violated.

Catholics are entitled to the secular knowledge within their capacity and at their level of training that will help them achieve the educational purpose. What will be taught will be determined by social need and psychologic adaptability in relation to the educational purpose. Without strain or without "dragging it in," religion will naturally grow out of the context. This "natural setting" will give it greater effect and influence.

¹Taken from a letter by Archbishop Stritch.

¹Catechetical Methods, by Rudolph G. Bandas, Ph.D., S.T.D., Et.M., p. 115.

Practical Aids for the Teacher

*The author of the best contribution to this department each month will receive a check for \$5.
Others will be paid at space rates.*

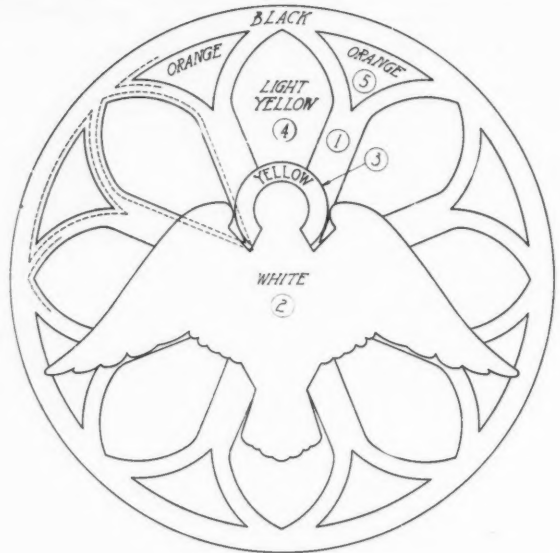
A Window Cut-Out for Pentecost

A School Sister of Notre Dame

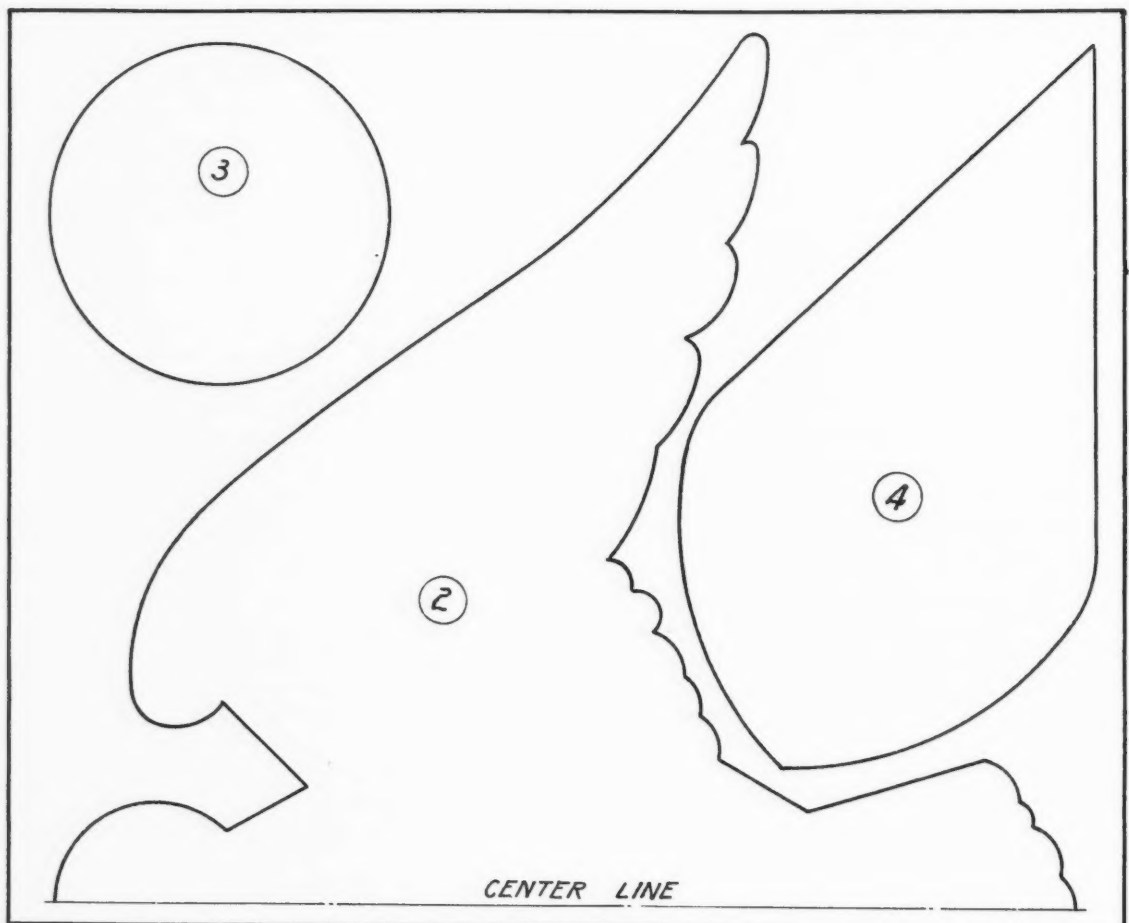
A beautiful rose-window design, with a dove representing the Holy Ghost, may be made from the patterns shown on this and the opposite page. The patterns are drawn full size for a circle twelve inches in diameter.

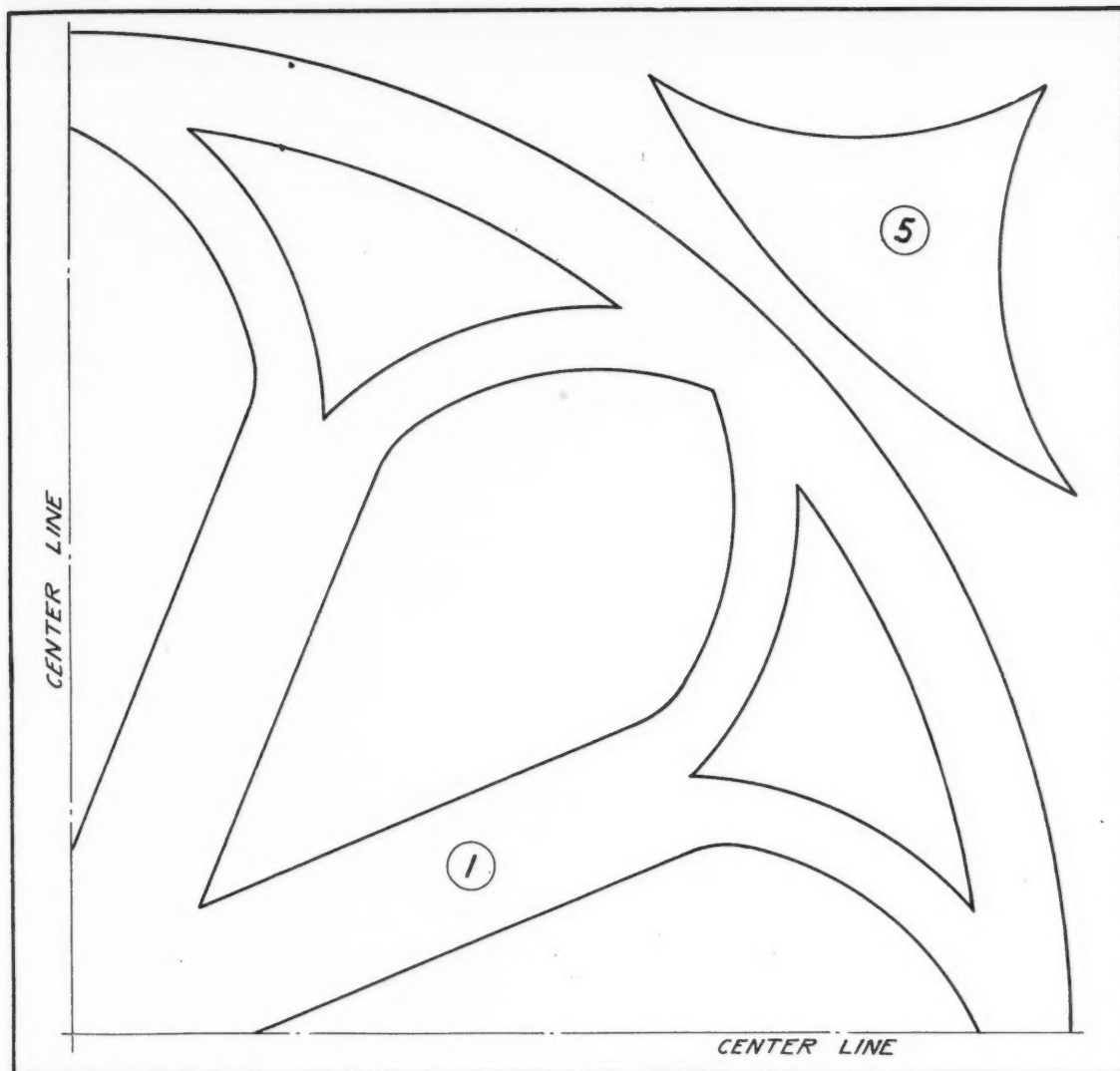
Cut the circle from black construction paper and fold four times. In the folded circle, cut a rose-window design. Over or under the inner cuts paste one tint of paper and with another tint fill the outer spaces—preferably in the yellow color path.

To make the dove, fold an isosceles triangle of heavy white paper on the altitude line. Draw half of the dove on the folded paper and cut out. Paste the dove in the center of the circle.



The illustration to the right shows the manner of assembling the Pentecost design. Below and on Page 145 are full-sized detail drawings.





Reviews and Drills

A Sister, Servant of the I.H.M.

Toward the close of the school year when drills of every kind are in order, most teachers welcome suggestions for enlivening these very necessary exercises. Here are a few methods which have yielded excellent results.

The first is a date drill. While dates do not occupy with many teachers the important place they once did, it remains as true today as in the time of Herodotus, "that time and place are the two eyes of history." Several days before the test is to be held, pass mimeographed invitations asking the pupils to a "date party" to be held at class period on the day selected. Tell the pupils that those who know their dates will get most of the refreshments at this party.

Get a few girls to stuff some dates, about three or four to a pupil. These are to be wrapped singly in waxed paper and each tagged with a date studied during the year. If a generous supply is brought, tag two dates together. Repeat each date several times to encourage slow ones. The entire list of dates ought to be on the board, or mimeographed and given to the pupils about a week ahead of time and part of one class period given to let them "hear each other." When

the time comes for the party, each pupil draws a date in turn, as the basket or plate is passed and recites the date out loud with the event connected. If he cannot name the event, he must return the date to the basket. After all are drawn, the lucky ones enjoy their trophies. An extra supply of plain dates may be given as consolation to the losers.

Another drill that is suitable for spelling, Latin vocabulary, declension, conjugations, multiplication tables, and rapid-fire review of almost every kind, is a baseball game. There are several ways of playing this. Here is one which the pupils enjoy very much. Appoint two captains to choose their players alternately until all are chosen. Assign three bases about the room with each pupil's desk as "home." Appoint a score-keeper and an umpire unless the teacher fills this position. Three "strikes" (failures to recite) form one "out," three outs finish an inning. The strikes are counted for the side, not the individual. The "pitcher," the first pupil on one side, is provided with a list and gives out the word or tables or questions to the pupils of the opposite side in turn, each one moving to base as he answers. If a pupil fails to answer correctly, the pitcher corrects, and the umpire calls "one strike," "two strikes," or "out," as the case may be. If a pupil gets to first base before being corrected, no strike is recorded. After three outs all the pupils on base come in, and the other

side takes its turn. The pitcher changes for each inning. The number of innings to be played for a game is decided at the beginning. The side making the most runs wins.

It may be made more complex by allowing the opposing side to call out the right answer at failures, thus preventing change of bases, but this is rather noisy for schoolroom practice.

Another amusing drill consists of sending "patients" to the "hospital," a section of the blackboard where patients are listed. After the drill, the patients must be subjected to treatment—an additional assignment to be recited later, or some such penance. This never fails to result in some rapid recoveries. In these days of health propaganda no one wants to be "in the hospital." Even our older pupils get much fun and profit out of this drill.

Here is an interesting way to review imaginary trips, campaigns, historic places of certain sections, birthplaces of famous men, etc.

Procure for each pupil a supply of half-inch pins, and an outline map of the section to be reviewed. These maps may be hectographed, or traced by the pupils previous to the review, then fastened with wire clips to the back of writing pads. Direct the children to mark with the pins cities in an imaginary trip, strategic points in a war or a single campaign of the war, or birthplaces of noted men whose lives they have studied, as the case may be. The first one perfect wins the game. All work intently till the first one finishing calls out, "Arrived!" or something similar. All now stop till that pupil's work is examined. If it is correct, he holds his map before the class while the others finish. If he is not correct the game continues.

A Flag Poster

Sister Mary Anna, O.S.F.

June 14 is Flag Day. The making of a flag poster is an effective exercise for this occasion, especially suitable for the primary grades. Teachers know how hard it is for young children to draw and color a flag neatly and with the right proportions, but even kindergarten children often become quite skillful in cutting and pasting.

The flag poster illustrated here is made up of 260 squares of paper, folded like a picture frame and pasted on a large sheet of wrapping paper. The six figures show how to fold the squares. The larger the squares, the larger the flag will be. If they are cut four inches square and folded into three-inch "picture frames" they will make a flag sixty by thirty-nine inches.

The field of the flag requires 63 blue squares; the stripes, 104 red squares and 93 white squares. The stars are cut from white paper and pasted on the blue field. Poster paper is more easily folded than construction paper.

AID FOR PRIVATE COLLEGES

Governor William H. Murray, of Oklahoma, has proposed, as a part of his program to assist higher education, a Greater University Foundation to "solicit and receive gifts and bequests for a fund to be used, as private donations could legally be, by both state and the independent institutions." The governor paid tribute to the excellent work of the private educational institutions within the state, and reminded the citizens of the great debt that tax-supported schools owe to these institutions. The governor has appointed Most Rev. Francis C. Kelley, the bishop of Oklahoma City and Tulsa, a member of the committee to carry out his plan.

A Flag Poster

Sister M. Anna,
O.S.F.

*Folding the Squares
for
The Flag Poster
(Below)*

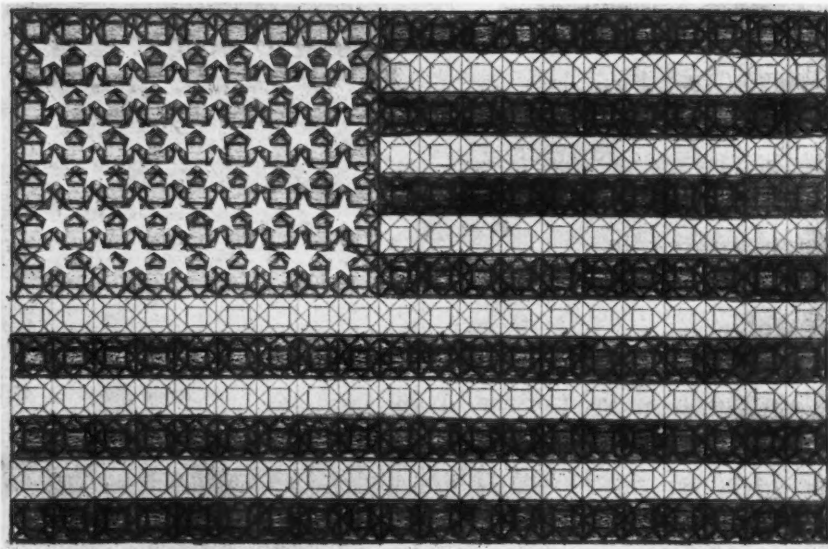


Fig. 1



Fig. 2



Fig. 3

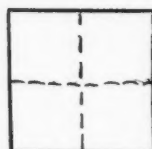


Fig. 4

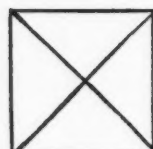


Fig. 5

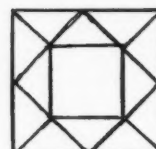


Fig. 6

The History Textbook in Catholic Schools

Rev. F. S. Betten, S.J.

Editor's Note. Father Betten raises a very significant problem regarding history textbooks. May not history become, as Father Betten suggests, a course in religious indifferentism? There are some questions in Father Betten's paper, which will arouse much discussion. We shall welcome further discussion of the problem.

A great expense we erect Catholic schools. Catholics, indeed, look with approval upon the success of the nonsectarian public institutions, but they demand more for their own children. They wish them to live in a Catholic atmosphere, which under the circumstances cannot exist in the nonsectarian schools. This demand extends much further than the hours actually devoted to religious instruction. Catholic children are to appreciate fully those facts which are the foundation of the Catholic Church and make up the glorious past of the Kingdom of God on earth. Finally, that spirit of indifference which regards one religion as good as another, is not to take hold of the minds of young Catholics.

Among the branches taught in high schools generally none is so likely as history to misrepresent the facts on which the Church is based and to instill and foster religious indifferentism. This may be done by the views propounded by a teacher personally, or by an incorrect textbook placed in the hands of the students for class use and private study. The persons who teach in our schools are supposed to be Catholics. But it might be well to give some thought to the effects which a non-Catholic textbook is likely to have upon the modeling of the minds of our students.

All non-Catholic textbooks more or less extensively treat of the several forms of religions. If they are not positively biased against the Catholic Church and its authorities and institutions, which is only too often the case, they put all religions on the same level. The young student has always heard that his religion is the only true one. Now, in his history course, he finds out that Catholicism, Buddhism, Protestantism with its countless shadings, Mohammedanism, Judaism, all are equally good. A big book which preaches this new doctrine almost on every page is put into his hands by his teachers, Sisters or priests, and he is obliged to peruse it for many hours in class and at home. It is evident that such views, kept before his eyes for a whole year, will gradually take hold of his convictions, and will win him over to the idea that, after all, one religion is as good as another. Indeed a course in history if not based upon a textbook which champions the Catholic viewpoint is also a course in religious indifferentism. The conclusion that all religions, his own included, in the last analysis rest upon personal views, opinions, circumstances, etc., is practically forced upon him throughout.

Our Catholic religion is based on facts, historical facts as undeniable and as unquestionable as the facts upon which rests the foundation of our glorious republic. The existence of Jesus Christ, His miracles, His resurrection, His Divinity, the institution of His Church, the position of the Popes as successors of St. Peter are some of these facts. The creation of mankind in the persons of one couple, and the dogmas so intimately bound up with it, such as original sin, the general necessity of redemption, are others. It is just these facts that in such textbooks are disregarded, or openly and covertly denied, or called into question, or referred to as mere opinions or views or imaginations. This attitude pervades the entire text. Often neither teacher nor student will be able to gauge the full bearing of the expressions and terms used by the author and will therefore accept and assimilate the errors they convey all the more readily and unsuspectingly.

These textbooks begin the story of mankind either with the blunt statements that the first men were descendants of

animals, or with the introduction of semisavages as the original men. In either case does the young student find a place for Adam and Eve with the fundamental dogmatic teachings which he has learned to combine with man's first appearance on earth. These facts have been presented to him as most important in his Bible history lessons; but here a very learned book professing to bring only historical facts which he is to hold as certain, implicitly at least, relegates these truths to the rubbish heap of mere traditions beneath his notice. Will he not begin to doubt everything taught by the Bible? And what will be the result when he notices our Divine Lord spoken of as a merely human being with some admirable characteristics which are found in many other great men also? when His activity is reduced to a wonderful sociability and His miracles to hearsay stories? when they who question or deny His resurrection are given the same rank as His faithful Apostles? It is evident that such implicit and explicit denials of the Divine attributes of our Savior amount to blasphemies. The question may well be asked whether it is, to put it mildly, becoming that young Catholics should be forced to carry a book with such contents with them into their families — let alone the fact that the students gradually become accustomed or less unaccustomed to this highly disrespectful and highly unhistorical manner of speaking about the God-man Jesus Christ.

While such books often give much space to the grand missionary activity of St. Paul, they invariably neglect the fact that St. Peter was made the foundation of Christ's kingdom on earth, and that he acted as such from the very beginning. According to these texts, only "tradition has it" that he visited Rome, and that he died in Rome. There was "the belief" that the bishops of Rome were his successors, and they "claimed" to be the chiefs of all bishops. Thus the students learn to see the papal prerogatives based upon very doubtful "foundations." Similar assertions, veiled and open denials of religious facts, misrepresentations of papal and other ecclesiastical actions, and so forth, are commonly found in large numbers.

The detrimental influence upon the students is especially great since these are in their most impressionable years, when everything they see and hear and read will more forcibly stamp itself upon their minds, than might be the case at a later age. The ideas now formed, conscious or subconscious, will infallibly tend to cool that fervor of faith which the students have acquired in their previous education. In later years other influences may affect their minds still further in the direction of religious indifferentism, and neglect of religious duties or complete apostasy may be the final result.

Be it remarked in passing that the misrepresentation of, or the lack of proper emphasis on religious facts is not scientific but highly unscientific. It is the duty of history to state as facts whatever is made certain by reliable evidence. Now, the divinity of Jesus Christ, the position of St. Peter and his successors, the production of Adam and Eve by direct action of God, these and countless other things have been testified to by the most trustworthy witnesses. They are historical facts, facts of the greatest moment for mankind. We must therefore hold that their omission, or their denial as undoubted and undoubted facts, is a violation of one of the first duties of historians. As to the omission of the creation of man — we want to know, and we study as accurately as the sources allow, the beginnings of the Roman Empire, of our own United States, even of Mohammedanism: but is not the beginning of our human race of the highest importance for the knowledge of its history, its natural, secular history as well as its religious history?

But are not the several branches of human knowledge really distinct from one another? Should not the historians let theology take care of the accurate representation of theological facts? Why should historians meddle with matters well attended to by the theologians? The reply is very simple. It is true that theology has charge of many of such facts (and its actual doctrines are real true facts as well). But the facts here in question are also very intimately connected with the field of history. The historian will and must, therefore, gladly accept these facts from theology and weave them into his own system. This is not meddling. History does not hesitate a moment to accept facts offered by other branches of knowledge. From so widely disparate a science as astronomy it welcomes the dates of the eclipses of sun and moon and utilizes them for the fixation of historical dates. Theology certainly is much nearer to man and his innermost nature, than are the orbits of the heavenly bodies. There are points on which theology must be historical and points where history must listen to theology, if each be true to its aim and purpose.

When non-Catholic history textbooks are introduced into Catholic schools it is with the understanding that the teacher will correct un-Catholic, unhistorical statements. But is this expectation realized?

The general character of the book, its ever-present indifferentism which treats all religions as equally right or wrong, cannot be counteracted efficiently in any way. That would require a rewriting of the book at least in some very extensive parts. Most of our teachers of history besides, are young men or women, often such as have just graduated, or have not even reached that goal. Are they really able to notice the incorrectness or falsehood of all the sentences and passages that need correction? I know of Catholic teachers who had been teaching from a non-Catholic book for more than a year, but were utterly surprised when its real character was pointed out

to them. If teachers suspect a section or sentence, they commonly do not have the books that might enlighten them, or lack the time for their study. Even if they really succeed in rectifying all objectionable statements, the book will ever remain with the student, but the teachers' words will not. When reviewing the matter, or when otherwise perusing the text, it is the printed words that meet the student's eye, and we probably have much reason to fear that the Latin saying, *semper aliquid haeret*, "something always sticks," will come true in this case also. Something of the negation or the doubt will remain and go with the student into life. Finally, is not the teacher himself subject to the same influence? Is it not possible that by the constant and intensive use of the non-Catholic textbook his own mind will become warped? The religious vows at any rate are no infallible safeguard against this.

If there is no text in the field which satisfies the just demands of Catholics and at the same time is possessed of scientific correctness and the qualities of a teachable schoolbook, let responsible authorities take care that one be written. It would be surprising if among the scores of Catholic history teachers in high school, college, and university none could be found able to undertake successfully so meritorious and necessary a task? Of course, if Catholic schools prefer to use non-Catholic books with their indifferentism and historical errors; and if consequently no publisher would be willing to bring out a Catholic book in a becoming shape, no time should be wasted on the attempt.

As a conclusion of this consideration nothing is more appropriate than the words of Pope Leo XIII in his letter on Historical Studies:

"For the use of schools textbooks should be produced calculated to impart and increase historical knowledge without injury to truth and without danger to the young students."

New Books of Value to Teachers

The Psychology of Secondary School Teaching

By James L. Mursell, Ph.D. Cloth, 468 pp. W. W. Norton & Company, Inc., New York, N. Y.

This book is unusual in its organization. Instead of presenting a description of each of the usual psychological topics, Professor Mursell divides the psychology of secondary education according to the tasks of the teacher. These tasks are instruction, guidance, setting of standards, control of behavior. Under these tasks is presented the psychological material which is relevant in a practical manner to each task. Nor does this book consider directly the psychology of various subjects in the high-school curriculum. Instead, the author has selected five major types of mental ability which play important rôles in the learning of all academic subjects. These are reading, English usage and expression, attitude, reasoning, and memory. There is a discussion of the part which each plays in the learning of the subjects in the high-school curriculum. This organization of the book is based upon the findings of the Commonwealth Teacher-Training Study.

The book consists of sixteen chapters and is divided into four parts which correspond to the four tasks of the teacher. Each chapter is followed by suggestions for further reading, problems for discussion, and an extensive bibliography of items to which reference has been made in the chapter. This bibliography, which is an excellent feature, makes available for the student a wide variety of research material.

While the author maintains that his book follows no particular school of psychology, nevertheless in many places it closely approximates Thorndike's theories. Professor Mursell also calls attention to the fact that his viewpoint is purposive rather than mechanistic. The book is well bound and attractively printed. It is an excellent reference volume. — William A. Kelly, Ph.D.

An Introduction to Child Study

Ruth Strang, Ph.D. Cloth, 552 pp., illustrated. \$2.75. The Macmillan Company, New York, N. Y.

This is a nontechnical book intended for students and parents who have had either little or no training in psychology. The purpose of the book is to afford; first, a knowledge of the methods of studying the child; second, a knowledge of the types of behavior which may be expected during each period of growth and development; third, a knowledge of how this behavior is acquired and how it may be modified. This book is written in a simple illustrative style which makes it decidedly readable. Furthermore, the book is not organized into the topics usually found in a book on child psychology. This book is organized on the basis of the periods of growth and development. Dr. Strang explains the purpose of this organization as follows: "Parents and teachers deal with children of a certain age, not with topics such as imagination, memory, and reasoning. They find difficulty in searching through chapter after chapter for suggestions that refer to children of the age in which they are interested. They can, however, easily apply to their child chapters bringing together the facts thus far found to be true of a child as a whole during each period of development."

The book consists of six parts. The first part is concerned with the child at birth and includes a discussion on heredity. The second part discusses the first two years of the child's life. The third part is concerned with the preschool period. This part is especially well presented. The next three parts study the child in school as he progresses from the kindergarten through the high school. Here are discussed such problems as: How children learn; how tests promote growth; what the purposes of the various school subjects are; what types of discipline should be used as the child grows and develops from period to period.

This book should be particularly useful to parents, to parent-teacher associations, to study groups, to students in schools of nursing, and in normal school. — *William A. Kelly, Ph.D.*

Reading the Novel

By Elizabeth C. Cook. Published in 1933 (\$1.50) by Little, Brown and Company, Boston, Mass.

Teachers will enjoy *Reading the Novel*, by Elizabeth Christine Cook, because the author recognizes the changed conditions for novel reading in the world today, and offers some valuable suggestions as to methods in meeting present problems. The pages, dealing with the art of intelligent skipping and profitable skimming, as well as reflective reading and serious study, will be of particular interest to those teachers who are vitally concerned with the attitude of young people toward the required readings in our present curriculum. Other chapters of frank discussion are devoted to "the objectives in approaching fiction compared with those applying to other forms of literature," and to a keen discrimination in the underlying purposes of novels which should be the determining factors of rate in reading.

The necessity for reading current novels and the danger of confining oneself to the older novel are pithily put in the illuminating questions: "Shall we not be losing one valuable source of lively, quick understanding of our own time, at this very moment of its changing course? Is not such understanding an important help against growing old and stale?"

Whether the reader agrees with the author or not, he will find ample material for thought in the convincing pages of graphs, tests, and aids in novel reading. There is about the whole book a sensing of real needs, a practical solution of real problems, a crisp decisiveness yet withal a genial sympathy which proves that the book comes from the vitalizing heart of a laboratory classroom rather than from the depths of a remote academic swivel chair. — *Sr. M. A.*

Talents and Temperaments: Psychology of Vocational Guidance
By Angus Macrae. \$2.00. D. Appleton and Company, New York City.

This volume, one of the Contemporary Library of Psychology, written by the head of the vocational-guidance department of the National Institute of Industrial Psychology, London, deals with one of the most interesting applications of psychology. Under the title *Talents and Temperaments*, he covers what others might treat under the heading Mind and Character. After outlining the problem of selecting the right vocation, the author considers intelligence and ability tests and their bearing on vocations. This is followed by a chapter on behavior, its general and characteristic traits. Its importance is summed up in the words: "In the right environment an ounce of 'pushfulness' may be more effective than a ton of learning" (p. 76). Much space is given to the vocational-guidance interview and it is by no means wasted. The next four chapters are devoted to the contributions which parents, teachers,

and physicians can make to the selection of a vocation and to the study of occupations and the vocational fitness of aspirants. The book concludes with a retrospect examining the results achieved in the past and a look into the future with suggestions concerning the extension and the improvement of the administration of vocational guidance.

Throughout the volume much stress is laid on Spearman's researches, although other authors including the most recent ones are not neglected. The book is mainly devoted to a nontechnical discussion of practical methods of determining vocational aptitudes and is marked by unusual sanity and lucidity. As an introduction to modern psychological methods of vocational guidance, the volume may be warmly recommended to students, teachers, personnel managers, physicians, social workers, employers, and educated parents. — *Kilian J. Hennrich, O.M.Cap.*

Problems in Educational Psychology

By Walter J. Gifford and Clyde P. Shorts. Cloth, 728 pp. \$3. Doubleday, Doran and Company, Inc., Garden City, N. Y.

This volume makes accessible a great deal of the modern thought in educational psychology. It is in fact a compendium of modern material which is both helpful and significant. It furnishes an orderly selection of excerpts from the writings of many of the leading authorities in the field. However, it seems a misnomer to label the book "Problems in Educational Psychology." The book consists of twenty chapters which are divided into six parts. The first part is an introduction which interprets the objectives and scope of educational psychology. The second part deals with biological foundations of behavior. The third section is concerned with motivation. The fourth portion sets forth the psychology of learning. The fifth section describes individual differences. The final part is an explanation of growth and development. Parts four and five are treated exhaustively.

The careful organization and orderly arrangement are excellent, and prevent the book from being merely a selection of readings. It presents a logical and connected treatment of the major topics of educational psychology. At the beginning of each chapter is a short motivating introduction in which is stated briefly the nature and principles of the topic to be studied. The remainder of the chapter takes up the definite applications of the topic to the aspects of education. The supplementary learning exercises and suggestions for further reading complete the chapters.

While the authors contend that the book represents no one school but tends toward an eclectic point of view, nevertheless it is interesting of note that there are 41 selections from the writings of Thorndike, 30 from Woodworth. Dewey and Watson are also well represented. Included in the book there are excerpts from approximately 200 writers.

This book is to be recommended highly as a collateral reference to be used with a basic text in educational psychology. — *William A. Kelly, Ph.D.*



The Children Have Their Own Library at St. Mary's College and Academy, Monroe, Michigan.

The Life of the Soul

By Edward A. Fitzpatrick. Cloth, 141 pp., illustrated. 60 cents. The Bruce Publishing Company, Milwaukee, Wis.

Much has been written and spoken concerning the need for a carefully planned, coordinated course in religion, graded according to age just as readers and arithmetics are graded. In the "Highway to Heaven" series, of which this is the third-grade book, Dr. Fitzpatrick, with the cooperation of a group of religious teachers, has worked out such a course.

The Life of the Soul has nine sections each containing reading lessons with vocabulary and style suited to the age of the reader, followed by questions and blank-filling exercises, well-chosen poems, colored illustrations that tell a story, Scriptural quotations dealing with the subject of the reading lessons, and Christian-doctrine review consisting of questions and answers from the *Baltimore Catechism*.

In each lesson one can see the authors' aim to make the practice of religion a natural part of the life of the child, not merely a Sunday-school exercise. This is a useful and beautiful book that will appeal to pastors, teachers, parents, and especially to the children.

Third-Grade Teachers' Plan Book and Manual

By Edward A. Fitzpatrick, with the cooperation of a group of Priests and Sisters. Paper, 132 pp. 90 cents. The Bruce Publishing Company, Milwaukee, Wis.

This teachers' manual explains in detail the third grade of the Religion in Life Curriculum upon which *The Life of the Soul* is based. There is a suggested time allotment for the year's work with a detailed plan for presenting and developing the lessons and for the use of pictures, posters, booklets, and the feasts of the Church. There are lists of references for pupils' readings from various Catholic readers, lists of teachers' references, and space for teachers' notes. The suggestions regarding poems and pictures are practical teachers' aids.

A Bible History

By Rev. Stephen J. McDonald, O.Carm., and Elizabeth Jackson. Cloth, 466 pp. \$1.04. Row, Peterson and Company, Evanston, Ill.

The accusation that Catholics do not know the Bible is all too often based upon fact. Much of this ignorance, it is feared, can be traced directly to either a lack of Scriptural study in Catholic elementary schools, or to the uninteresting and pedagogically outworn way in which the study is pursued. A textbook such as this present one should do much both to arouse interest, and to promote knowledge of the Bible among elementary-school pupils.

The subject matter of this work is presented according to the unit system, each unit consisting of a complete natural phase of Biblical history. Each unit is prefaced by a short prospectus and closed by a summary. Each lesson in the unit is followed by a list of questions or suggestions for study.

The matter is presented as far as possible in the language of the Bible, but where this is impracticable the authors have not hesitated to use language that pupils of the sixth, seventh, and eighth grades will really understand.

Besides actual Bible history the book includes a short treatment of Church history, dwelling rather upon persons than upon movements. The illustrations, which are in colors, and the not-too-numerous but very practical and understandable maps add much to the usefulness of the work.

Beyond the School

By Frank A. Rexford, Chas. M. Smith, Sarah L. Sellin, and Paul F. Frabbito. Cloth, 429 pp., illustrated. Henry Holt and Company, New York City.

The authors of *Beyond the School*, a group of New York City teachers, have given us "A Textbook on Work and Living" (the subtitle), which is full of life and written in a style that will appeal to the young high-school student.

The plan followed throughout the greater part of the book is a series of class discussions led by a teacher. The reader becomes an interested listener and takes active part in the discussion by answering the frequent questions addressed to him. These well-worded questions are a valuable feature, placed, not at the end of a chapter or in footnotes, but at the point in the discussion when the reader is ready for them. A distinct size of type prevents their confusion with the text.

Many and various typical occupations are treated in this interesting informal manner. The estimation of advantages, disadvantages, and salaries is conservative. The authors say that the numerous questions to the student can and should be answered

from the text, but recommend the securing of further information from the student's friends, and members of his family. The latter recommendation, we suggest as especially desirable in determining local salaries and opportunities. A selected bibliography adds value to the book.

The Educational Talking Picture

By Frederick L. Devereux. Illustrated. The University of Chicago Press, Chicago, Ill.

Anyone interested in knowing what has been done up to date in the matter of experimenting with audio-visual education will want to read this book. Professor Devereux explains in detail how educational talking pictures are planned and produced. He gives the results of several experiments to determine their educational efficiency, and sets forth the principles that should govern their selection and use in a large or small school system.

One of the recent pictures discussed, by way of example, illustrates the added moral hazard that films of any sort contribute to the study of certain subjects.

Romewards

By C. J. Eustace. Cloth, 329 pp. \$2.25. Benziger Bros., New York, N. Y.

The author of this work is a convert, and this might be called his apology. It is not, however, a record of the steps which led him into the Church, neither is it an indictment of those half truths and full errors which he may be presumed to have held before his coming in. Rather it is a broad, expansive view of the essentials of Catholic philosophy in their contact with human life. His concern is with fundamentals, with the basic ideas which underlie the Catholic theory of life. Modern theories, as he points out again and again, are of today, but the truth is of today and tomorrow and forever.

The book is excellently written; and indeed, as a writer the author has gained some considerable name, since three of his short stories were starred for the Edward O'Brien collection of 1929, and another in the O. Henry Memorial Award collection. The Catholic Book Club did wisely in selecting this book for February.

English at Work

By Helen Rand. Cloth, 412 pp., illustrated. Henry Holt and Company, New York City.

To teach high-school pupils to think, each chapter of Part I of *English at Work* contains three sections: "Thinking About It," "Doing It," and "Developing Skill." The first section presents a simple problem in science or in business and social life, the second directs the student in meeting the problem, and the third applies the principles of the science and art of language to the problem.

Instead of formal lessons in logic, examples of correct and faulty reasoning are supplied for study.

Part II, devoted entirely to "Developing Skill," deals with grammar, syntax, punctuation, spelling, etc.

Studies in Creative Writing

By William R. Wunsch and Mary R. Smith. Cloth, 368 pp. Henry Holt and Company, New York City.

The methods of this book are excellent. Studies, exercises, and models are supplied for such literary elements or devices as words, impressions, dialog, action and conflict, suggestion and recall, feeling and mood, comparison, reflection, imagination, style.

Not quite all of the subjects suggested are suited to people of high-school age and a few examples of students' work quoted would not be wholesome reading.

Business Arithmetic

By Preston E. Curry and Ralph R. Rice. Third edition. 455 pp. South-Western Publishing Company, Cincinnati, Ohio.

This latest revision of a successful book brings the subject matter up to date in both business methods and methods of teaching. The material is well chosen to illustrate procedures in a variety of occupations from farming to banking, etc. Mathematical theory is introduced very sparingly; practical problems and methods are the feature of the book.

The Living Language

By Wilbert L. Carr and George D. Hadzsits. Cloth, 416 pp., illustrated. \$1.36. D. C. Heath and Company, Boston, Mass.

This is a first-year book in Latin organized entirely upon the direct method. The pupils, with the aid of the teacher and the pictures, which are an integral part of the lessons, begin at once to read and to ask and answer questions in Latin. Vocabulary and grammatical principles are learned naturally as the work advances.

Teachers who are not familiar with this method would do well to get a copy of the book for a serious consideration of its possibilities.

Effective Business Correspondence

By Robert Ray Aurner. Cloth, 639 pp., illustrated. South-Western Publishing Company, Cincinnati, Ohio.

High-school teachers will welcome this book. Professor Aurner considers business English as ordinary everyday language applied to a specific purpose. He relegates business "lingo" to the wastebasket. As the author emphasizes, business correspondence is a necessity for everyone; hence this book will appeal to academic teachers as well as to commercial teachers. The lessons are presented in a conversational style and motivated by examples of actual life situations. The ordinary principles of composition are introduced into the practical problems of accomplishing a definite purpose by means of a letter. The publishers have prepared a teachers' manual to accompany the text.

Administration of the Testing Program

By Clifford Woody and Paul V. Sangren. Cloth, 408 pp. \$2. World Book Company, Yonkers, N. Y.

Two research experts have put into this book the results of their experience in using tests and teaching others to use them. The book, which is intended primarily for administrators, covers the whole field of planning and carrying out a testing program for a school system.

After discussing the history and the purposes of testing, the authors take up the launching of the program, scoring, writing reports, presenting results to teachers and the public, and getting the maximum use of the results.

Modern Business Geography

By Ellsworth Huntington and Sumner W. Cushing. Cloth, octavo, 362 pp., illustrated. \$1.96. World Book Company, Yonkers, N. Y.

This textbook for the seventh, eighth, or ninth grade has been carefully planned to make geography seem like a new study. It accomplishes its objective by both content and method—in content by giving much information, new to the pupil, on the relation of production to geographical conditions; in method by making production, transportation, manufacture, and consumption of goods rather than regional divisions the basis for organizing the year's or half-year's work.

There are plenty of interesting exercises, questions, and problems suggested at the end of the chapters. Many maps present commercial and industrial facts in relation to geography. The half-tone illustrations are well chosen for interest and education. Enough tabulated statistical material is given to teach the value of using facts instead of opinions or guesses in solving problems. In short, the book is thoroughly teachable.

Health Stories—Book One

By Anna B. Towse and Dr. William S. Gray. Cloth, 144 pages, illustrated. 60 cents. Scott, Foresman, and Company, Chicago, Ill.

Developing a foundation for better study habits in reading for content is the purpose of the series to which this first-grade reader belongs. The vocabulary is correlated with that of the first book of the *Elson Basic Readers*, which, in turn, have served as a model in the preparation of the *Cathedral Basic Readers*.

The lessons consist of health and citizenship lessons in the form of stories about children and animals, incidents of child life, and questions on the stories and pictures. The liberal supply of pictures in colors is an integral part of the lessons.

A Modern Messenger of Purity

By Albert H. Dolan, O.Carm. Cloth, 188 pp. 75 cents. Paper, 35 cents. The Carmelite Press, Chicago, Ill.

For educators, priest, and parents who have to teach matters of the sixth commandment to youngsters, this series of sermons delivered during a novena at the Eastern Shrine of the Little Flower, will prove a Godsend. For Father Dolan has printed his sermons as he preached them, with all the clearness and humanness that a good preacher must have. And more than that, his sermons are practical and constructive. He is careful to emphasize the positive side of purity, and to build up a strong common-sense defense against the opposite vice.

The matter of these sermons is so fine, and the advice given so useful that the book should bring consolation to many a one perturbed about this whole matter of wise and Catholic sex-education.

A History of American Progress

By Fremont P. Wirth and Waddy Thompson. Cloth, 560 pp., illustrated. \$1.52. D. C. Heath and Company, Boston, Mass.

GOD LOVES



PURE SOULS

S.M.G.

*A Poster Design by a School Sister of Notre Dame.—
This design may be adapted to a variety of uses in connection with the study of lives of several virgin saints.*

In this history for pupils of junior-high-school age, we see a successful attempt at making history attractive and intelligible to children. The book aims to overcome four difficulties revealed by statements from more than 1,400 teachers; namely, too many topics; pupils' stress of memory; pupils' failure to compare; and pupils' failure to get a sense of time.

The book is divided into nine main topics dealing with the various periods or phases of our history. These are subdivided into teaching units each followed by thought-provoking questions and suggestions for classroom activities. Each of the nine parts is preceded by a preview.

With Heart and Lips

By Aloysius Croft. Leatherette paper cover, 64 pp., illustrated. 10 cents. The Bruce Publishing Company, Milwaukee, Wis.

This is a collection of simple prayers for children. There are morning and night prayers, prayers for Mass following the spirit of the liturgy, prayers for confession and Holy Communion, and miscellaneous prayers. A definite attempt has been made to preserve simplicity of language.

Discovering Ourselves

By Edward A. Strecker, M.D., and Kenneth E. Appel, M.D. Cloth, illustrated, 309 pp. \$2.50. The Macmillan Company, New York City.

"A View of the Human Mind and How It Works," the subtitle of this volume on Mental Hygiene, gives the clue to the subject matter and purpose of the book. Both authors are medical-school professors and hold other important and influential positions in the field of psychiatry or mental hygiene.

Their exposition of the normal and abnormal working of the human mind seems, in general, to be based upon sound principles of psychology. At the very beginning they declare that the mind or soul is a spiritual substance, but one having just as real an existence as any of the physical or material realities. Hence, they repudiate behaviorism.

In discussing the various forms of mental disturbance the authors cite a number of typical cases met in their practice. Some of these cases, which involve the confession of sin or the adjustment of moral doubts, call for the counsel of the confessor rather than the physician; in fact, they all need the application of supernatural help. Confessors and teachers will be interested in these discussions, since they illustrate how philosophy and science corroborate the teachings of the Church in regard to problems of human conduct. They will be pleased to note that these authors lay much stress on sublimation as a cure for mental ills. The book is to be recommended only to mature persons well grounded in principles of morality. It would have been useful to a wider circle of readers had there been less frequent and less specific reference to certain causes of mental trouble.

Enjoyment and Use of Art in the Elementary School

By Jessie Todd and Ann Van Nice Gale. Cloth, 134 pp. \$1.50. University of Chicago Press, Chicago, Ill.

This informal presentation of the purposes, teaching method, and curriculum content of art instruction in grades one to six holds to a middle course in its discussion of present practice and theory. The authors put enjoyment of drawing and color and modeling ahead of the use phases of art without denying the necessity and importance of the latter. They argue for the development and use of initiative and originality without overlooking the primary need of good teaching as the basis of self-activity in pupils. They argue for the use and study of good examples of art, both modern and classic, as an inspiration to the children and an antidote against the inevitable contacts with bad examples at home and elsewhere. The inherent interests of children, their natural impulses, their personality, their surroundings, all are to be used and guided to develop individuality and expression and, in a secondary way, technique. The book is full of suggestions for improving the teacher's teaching technique and developing new problem materials.

The Nations at Work

By Leonard O. Packard, Charles P. Sinnott, and Bruce Overton. Cloth, 404 pp., illustrated. \$1.72. The Macmillan Company, New York City.

This new high-school geography presents a complete and well-organized picture of the industrial and commercial life of the world written so that high-school students can understand it. The United States is first studied in detail and the other nations are given space proportionate to their importance with stress upon our own commercial relations with each foreign country.

The latest statistics and government reports have been used and stress has been placed upon new developments in industry and trade. The appendix presents 42 pages of reference tables and maps. There are eight two-page physical-political maps in colors.

Compendium of Theology, Vol. IV

By Very Rev. J. Berthier, translated by Rev. Sidney A. Roemers, M.A., Ph.D. Cloth, 498 pp. \$3.50. B. Herder Book Co., St. Louis, Mo.

This volume treats of moral theology, general and special. The author follows closely the general opinion of the theologians. In his treatment of probabilism, he uses the negative approach rather than the positive. The matter *de sexto* is presented in Latin.

The volume should provide a handy reference for the priest who wishes to "brush up" on his principles without going deeply into particular cases. Educated laymen, too, will find considerable enlightenment in the book, with the attendant danger, however, of wrong application unless thorough study is made.

Introduction to Business

By John G. Kirk, Harold B. Buckley, and Mary A. Waesche. Cloth, 486 pp., illustrated. The John C. Winston Company, Philadelphia, Pa.

This is a really teachable book for the first year of a business course. Since it outlines very clearly the fundamental principles of the whole field of business, and supplies knowledge which every intelligent person should possess, it might well be used as a textbook for a general-information course for all high-school pupils, including those who are following college-preparatory courses.

The exercises are planned to fix in mind the subject matter, often by arithmetical problems. Models for handwriting occur throughout the book. There are a vast number of illustrations, many of them in colors, including reproductions of photographs of business situations and business forms and devices.

The book emphasizes the necessity for a broad general education. There is a chapter describing the various business courses offered in the high school in addition to the large amount of vocational guidance included in the other chapters. Appendixes offer a

dictionary of business terms, a list of abbreviations, and samples of common legal forms. There is a complete index.

The Road to Latin

By Helen M. Chesnutt, Martha W. Olivenbaum, and Nellie P. Rosebaugh. Edited by E. B. de Sauzé. Cloth, illustrated, 560 pp. John C. Winston Company, Philadelphia, Pa.

This book follows a good plan of teaching Latin. Each chapter presents one or several closely related principles of grammar and is preceded by a picture illustrating a brief story in Latin. This story presents the grammatical principle of the chapter in various relations. Then follow questions to be answered in Latin, together with brief necessary explanations, notes, or comments in English. A knowledge of the declensions, conjugations, and syntax is built up gradually so that at the close of his year's work the pupil should have a correlated knowledge of the elements of Latin. It is too bad that several objectionable pictures are included among the illustrations.

Standard Service Algebra

By G. M. Ruch and F. B. Knight. Cloth, 544 pp. Scott, Foresman, and Company, Chicago, Ill.

This book, a unit of the Standard Mathematical Service, is distinctly a new-type algebra. The authors justly describe it as "a learning instrument as well as a drill and problem book." The approach to each division is inductive and gradual. Definitions occur at the end of lessons. New topics are labeled by an artistic "highway sign." Much attention is given to motivation. There is an abundance of carefully graded exercise, test, and review material. The authors state that all the tests have been standardized and they give the standard average scores.

During the first half of the year, attention is concentrated on the formula, lineal equation, graph, signed numbers, and fundamental operations. "Puzzle problems" are included, but labeled as such and are intended for the brighter pupils. Every step of the work is so explained that it would be possible for the brighter pupils to master it with little or no help from the teacher.

Adventures Wise and Otherwise

By J. Grace Walker and Nell F. Bartels. Tablet form, 57 pp. Harcourt, Brace, and Company, New York City.

This is Book I of the "Habits and Skills" series, an excellent combination of textbook and workbook for the English class. Beginning with drill on capital letters and nouns in September, it concentrates, each month, on some student difficulty, providing style sheets, exercises, reviews, and tests. An interesting story of the everyday home and school life of a family of high-school pupils supplies the subject matter of the exercises.

Trail Fires

By J. Grace Walker, Nell F. Bartels, and Mary E. Marye. Tablet form, 66 pp. Harcourt, Brace, and Company, New York City.

This tenth-grade textbook-workbook follows the same plan as *Adventures*, covering in a more mature, yet easily understood, manner the essentials of grammar and composition. The fact that the exercises are based on a tour of the West and various boys' activities will make the learning and the drilling a pleasure rather than a task.

Eastward Ho!

By J. Grace Walker and Mary E. Marye. Composition-book form, perforated, 182 pp. Harcourt, Brace, and Company, New York City.

This, Book III of the "Habits and Skills" series, continues, for the eleventh grade, the plan of Books I and II, introducing more advanced work in the science and art of the English language. Such items as the difference between restrictive and nonrestrictive modifiers, gerunds, and antecedents are made very clear. There is a pupil's key for scoring each exercise. The main story interest of the material centers around a trip to old New England, with many historical and literary allusions.

Higher Levels

By J. Grace Walker, Nell F. Bartels, and Mary E. Marye. Composition-book form, perforated, 158 pp. Harcourt, Brace, and Company, New York City.

This is Book IV of the "Habits and Skills" series. It is designed to round out, in the twelfth grade, the knowledge and skill acquired from the three previous books of the series, and to supply the forms and the inspiration for creative work. The book begins with explanations and practice on writing to accomplish an objective. Gathering and organizing material, and outlining a theme, are the first steps. The sections on diction, précis writing, and reasoning are especially helpful. The final lessons deal with



Library, Messmer High School, Milwaukee, Wisconsin.

creative work—short story, essay, poem, and one-act play. In addition there is a condensed review of the mechanics of writing.

The use of the four books of the "Habits and Skills" series should result in high-school graduates who possess the knowledge, habits, and skills necessary for an intelligent, clear, and facile use of the English language.

Medal Stories—Book Three

By the Daughters of Charity, St. Joseph's College, Emmitsburg, Md. Cloth, 256 pp., illustrated in colors. Brown-Morrison Company, Inc., Lynchburg, Va.

Children who have read Books One and Two of *Medal Stories* will be delighted to know of this new volume. The first story, "When God Came Down to Earth," tells of the first Christmas. Then there is a story about St. Boniface, one about Chinese children, and several others—all of which go right to the heart of the child.

Incense

By Vera Marie Tracy. Cloth, 102 pp. O'Brien Printing Company, Pueblo, Colorado.

A collection of sweet songs to our Crucified King, especially in the Holy Eucharist. They deal, also, largely with the author's personal experience in developing a spirit of calm, glad resignation to suffering. The following description of our situation after receiving Holy Communion is too good to leave unquoted:

My soul, a Mary, worships at His Feet,
Drinking in the sweetness of His Face,
But my industrious mind goes fluttering,
An anxious Martha, all about the place!

Number Stories—Book Two

By J. W. Studebaker, W. C. Findley, F. B. Knight, and William S. Gray. Cloth, 240 pp., illustrated. 68 cents. Scott, Foresman, and Company, Chicago, Ill.

Teachers should examine this new type of book for teaching number concepts and the operations of arithmetic suited to the second grade. It is one of the new "Curriculum Foundation" series, the purpose of which is to supply the lack of adequate early training in reading for specific content in the various subjects of the curriculum.

Number concepts and skill in the processes of addition and subtraction are developed in this book through stories of natural child activities. These are all illustrated in colors. Notes to the teacher explain the purpose of each lesson. The child will find it a pleasure to answer the number questions about the stories and the pictures. Drill, test, and review are provided in the book and the publishers also offer a teacher's handbook, flash cards, and test and practice pads for supplementary work.

Progressive Problems in Physics

By Fred R. Miller. Cloth, 233 pp. \$1.32. D. C. Heath & Company, Boston, Mass.

Teachers will appreciate this collection of problems for high-

school classes in physics, which covers the field of instruction usually included in high-school courses. The author has made a very real attempt to keep all of the problems within the limit of the abilities of secondary-school pupils. Much of the material has been obtained from industry and engineering practice and has a present value. A final section of the book includes recent college-entrance examinations and New York state regent's examinations.

New Plays With a Purpose

By various authors. Cloth, 144 pages. \$1.50. The Lakeside Publishing Company, New York City.

The eleven short plays in this collection illustrate the need for the study of home economics and the remarkable improvement wrought by such study not only in the student's knowledge of home management, but especially in her choice of clothing, her manners, and even in her character. One or two of the plays introduce high-school boys for the same purposes. Most of the plays are for senior-high-school students though some are intended for younger children.

Some of these plays could be adapted to the requirements of girls' academies to stimulate an interest in the home-economics courses. No doubt the Sisters using them would edit some of the modern scenes. Except for the one or two plays that introduce boys, they are all best suited for presentation to a strictly feminine audience.

American Church Law

By Carl Zollmann. Cloth, 675 pp. West Publishing Company, St. Paul, Minn.

American Church Law is a very useful book for everyone interested in the Church. It is of such great interest to clergymen that it is proposed that it be made the basis of a course in theological seminaries dealing with the civil relations of the Church, the clergymen, and church property. The Dean of the Law School of the Catholic University of America, in a foreword announces that it will be used in the Law School of the Catholic University.

This book is a comprehensive treatment of the legal relations of churches to public authority. There are over two thousand legal cases referred to in the book, and the historical background makes the material extraordinarily valuable from the standpoint of the history of the Church and of religious education.

The author of the book is professor of law at Marquette University, whose work published in this field, and whose *American Law of Charities* brings to the subject very great authority and conscientious industry.

The scope of the book is indicated by chapter headings which are as follows: Religious Liberty, Religious Education, Forms of Corporations, Nature of Corporation, Powers of Corporations, Church Constitutions, Implied Trusts, Schisms, Church Decisions, Tax Exemption, Protection, Liability, Clergyman, Officers, Acquisition of Property, Pew Rights, Cemeteries, Appendix.

For those interested in religious education, four chapters are

especially interesting. The first one deals with the question of religious liberty, and the second one deals with religious education. Two others especially interesting to an educational institution are the ones on tax exemptions and implied trusts. The whole problem of charity trusts is treated more comprehensively in Professor Zollmann's *American Law of Charities*.

The scope of the second chapter dealing with religious education is indicated by the topics that are dealt with which are as follows:

Difficulties in the way of imparting religious principles in state schools.

Early history of the public-school system.

Process of expansion of the public-school system.

Process of change in parochial schools and subsidies granted to parochial schools.

Effect of movement on parochial schools.

Objections by Catholic schools against merger with public schools.

School agitation of 1876.

Attempted amendment to United States Constitution.

Federal compact imposed on new states since 1876.

State constitutional provisions securing public schools against sectarian control.

Early constitutional provisions against public appropriations for parochial schools.

Constitutional provisions against appropriations for sectarian schools adopted after the controversy of 1876.

Propriety of solution.

General result of school controversy.

Remedy sought by establishment of religious part-time schools which cooperate rather than compete with public schools.

Obscuring of history in subsequent cases.

Indirect aid to parochial school by aiding its pupils.

Judicial construction of constitutional provisions.

Sectarian aid of public institutions.

Aid to sectarian institutions by federal government.

Northwest Ordinance.

Exceptionally specific constitutional provisions.

Tax exemptions of parochial schools.

Parochial schools as public charities.

Other recognition of parochial schools.

Foreign-language regulations.

Bible reading in public schools generally.

Conflict of decision as to Bible reading in public schools.

Religious meeting in public schoolhouses.

Renting of church property by public-school authorities.

Employment of sectarian teacher by public school.

Wearing of religious garb by teacher of public school during school hours.

Prohibition of evolutionary doctrine in public school.

Control of school board over pupils.

Summary of chapter.

There is an interesting history of the religious character of the colonial schools, and the continuation of religious practices in the public-school systems after they were established together with the variety of attitudes indicated in the constitutional conventions. This is a very important and significant sidelight on the history of education. For anyone writing the history of Catholic education in this country, the material in this book is invaluable.

This book should certainly be in every university library, every seminary library, and it would be valuable to have at the diocesan offices, and at the motherhouses and provincial houses of the various religious Orders, apart from its use as a textbook in seminaries. — E. A. F.

The Inner Life of the Catholic

By Most Rev. Alban Grodier, S.J. Cloth, 173 pp. \$2.00. Longmans, Green and Company, New York.

The question answered in this book does not concern the doctrinal teaching of the Church as manifested in external practice and liturgy, but rather with the effects of that teaching upon the Catholic's inner life. For this reason, the reader must expect to be called upon to think and to read carefully. The author begins with life in God, whence he goes on to life in Jesus Christ, life in the Church, and man's life in himself. In all this there is a deep seriousness, an emphasis on fundamentals which, while it makes for somewhat difficult reading, gives a true picture of what his faith means to a real Catholic.

Health Studies—Personal Health

By F. M. Gregg and Hugh G. Rowell. Cloth, 319 pp., illustrated. 84 cents. World Book Company, Yonkers, N. Y.

While this book presents directly the essential facts of anatomy, physiology, and hygiene for the seventh or eighth grade, its main feature lies in provision for self-activity. The pupils are directed to keep in a notebook a record of physical examinations, height, weight, personal physical defects and their correction, and studies of such laboratory material as the brain and bones of animals. A companion volume on Home and Community supplies another year's work and there is a teacher's manual for each book.

Health Studies—Home and Community

By F. M. Gregg and Hugh G. Rowell. Cloth, 263 pp., illustrated. 76 cents. World Book Company, Yonkers, N. Y.

This is a practical text for the seventh or eighth grade. Some teachers may not have the time, inclination, or facilities for the experiments such as cultivating bacteria, but the book supplies sufficient information on these subjects even without the experiments. All the school and community health problems are discussed in a manner intelligible to the students.

Creative Writing—The Story Form

By Mabel L. Robinson and Helen Hull. Cloth, 48 pp. \$1. American Book Company, New York City.

The purpose of this very useful text is to supplement the usual general course in English composition in the upper years of the high school by a detailed yet simple study and practice of the story form. All the common forms of short stories are analyzed—adventure, mystery, fantasy, animal, home, and school. The pupil is shown just how writers produce various effects. Eight excellent short stories, suitable for high-school students, are reproduced as examples. These are referred to in the discussions.

Creative Writing of Verse

By H. Augustus Miller, Jr. Cloth, 205 pp. 88 cents. American Book Company, New York City.

The author aptly describes his book as "a constructive study of poetry." He demonstrates his genius as a teacher by presenting not only the mechanics of poetry, but also its spirit in a clearer and more appealing way than most writers have achieved.

To succeed in teaching high-school pupils to appreciate and to write poetry the author says, "The teacher must love poetry and know poetry." This book, while serving as a text for his pupils, will supply the inspiration necessary to the teacher. The samples of verses by high-school pupils prove that very creditable results may be expected in thought and composition.

To guide young people in their reading of poetry without recommending some selections that may be injurious to the soul is a delicate task indeed, yet it has been with few exceptions pretty well done in this book. However, no high-school student should be advised to read such a poem as Browning's "The Bishop Orders His Tomb," nor certain types of love lyrics. The former is recommended (page 110), though not quoted, as an example of dramatic poetry; there are very few quotations of the latter type among the examples studied.

Aspects of the New Scholastic Philosophy

Edited by Charles A. Hart, Ph.D. Cloth, 311 pp. \$2.75. Benziger Bros., New York.

This is a collection of fourteen essays, by outstanding Catholic philosophers. The findings of modern secular systems of philosophy, psychology, and education are evaluated in the light of Neo-Scholastic principles. The inclusion of such names as James H. Ryan, Thomas Verner Moore, George Johnson, and Fulton J. Sheen, attest to the value of the essays.

To teachers the essays "Medieval Education," and "The Need for a Catholic Philosophy of Education" will be of great interest, as will also the "Essays Psychological."

The Habits of Healthy Living

By C.-E. A. Winslow and Mary L. Hahn. Cloth, 218 pp., illustrated. 64 cents. Charles E. Merrill Company, New York City.

The second of the four books in the "New Healthy Living" series aims to crystallize into habits the principles of health taught in the preceding book. Human interest through illustrative stories has a prominent place, though most pages of the book are given to direct instruction. The nervous system is introduced after which attention is focused on man's control of his environment from the standpoint of health.

Cooper's The Last of the Mohicans

Edited by Clifford T. Crowther. "Golden Key" series. Cloth, 646 pp. 96 cents. D. C. Heath and Company, Boston, Mass.

Besides the text there is an introduction dealing with the life of the author and his literary work, pronunciation of French words in the text, notes, questions, and theme subjects.

(Continued on page 12A)

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(Continued from page 154)

Christopher Columbus

By Edna Potter. Cloth, 128 pp., illustrated. \$2. Oxford University Press, New York City.

The story of Columbus from his boyhood to the last voyage is told for children. The sources of information are Columbus' Journal and various biographies of the great explorer. An easy narrative style that will interest children has been adopted. The illustrations in colors drawn by the author are attractive. It was unnecessary to mention a certain unfortunate incident which spoils the book for children.

Historic Background of Our United States

By James A. Woodburn and Howard C. Hill. Cloth, 424 pp., illustrated. \$1.12. Longmans, Green and Co., New York City.

This textbook for the intermediate grades is designed to present the knowledge of the past necessary as a background to the study of our country's history. Beginning with "the cave men" and the glacial periods, it sketches rapidly the outstanding events of secular history as far as the American war for independence.

Special attention has been given to vocabulary and style, 95 per cent of the words, according to the author's statement, falling within the first 5,000 of the Thorndike list. Some teachers will be skeptical regarding a few of the books listed for supplementary reading as well as the propriety of trying to reconstruct prehistoric conditions for children.

The Divine Savior

By Winfrid Herbst, S.D.S. Cloth, 216 pp. \$1. Benziger Bros., New York City.

The modern exaltation of humanity and the advance of materialism have resulted naturally in the denial of divinity to Jesus Christ. Modern writers prefer to treat of Him as a great historical figure, a reformer and thinker of the first rank, but as a man. Hence, any work having as its purpose a consideration of His divinity is timely.

Father Herbst, in this work, gives the proofs for Christ's divinity, and then proceeds to a pious consideration of Him as the God-man. The book as a whole is not an apologetic work. The proofs and consideration are meant for Catholics, who already believe. This does not make it the less valuable, for old truths need to be driven home often. The simplicity of language is appealing although the profusion of inverted sentences, smacking of the German, is disquieting.

A-B-C of Catholic Teaching

By Rev. Joseph L. Widenhan. Cloth 243 pp. \$2.25. Kenmore Publications, Munsey Bldg., Baltimore, Md.

In dictionary form this book presents the essentials of Catholic doctrine and morals and defines a vast number of words relating to Catholic practices, history, ecclesiastical organization, etc. For quick reference the book is distinctly helpful in school, library, and home. When a new edition is prepared, it may be desirable to include an explanation of pope, papacy, burial, abbot, archabbot, religious order, supererogation.

Arithmetic Workbooks I to VI

By Clifford B. Upton. Paper. Books I-IV, 160 pp. each, 24 cents each. Books V-VI, 176 pp. each, 28 cents each. American Book Company, New York City.

Parochial-school principals and teachers will be interested in this new series of workbooks, one for each grade from three to eight. They supply the necessary drill as well as diagnostic tests, remedial work, and new features in problem solving. Books V and VI contain also business forms and geometric exercises. The problems employ devices to encourage thinking and also give special attention to the development of mathematical language skills.

Mountain Gateways

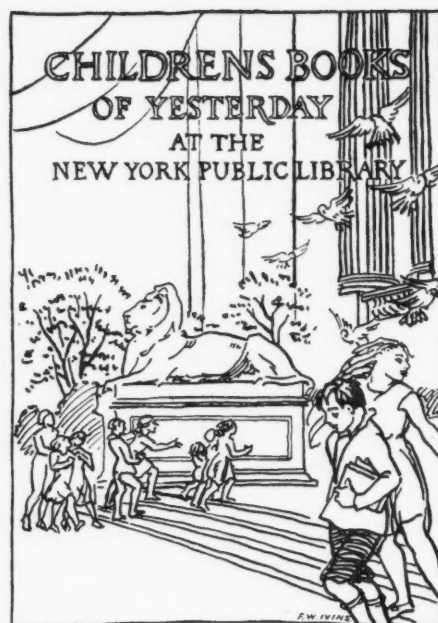
By Wilhelmina Harper and Hollis P. Allen. Cloth, 497 pp., illustrated. 96 cents. The Macmillan Company, New York City.

The Treasure Trail Readers of which this is the seventh reader are a collection of new material for silent reading. Each selection is followed by a comprehension test. Adventure and heroism are featured. The vast majority of the selections are chosen from the work of American writers.

Directed High School History Study, Book II

By Maginis and Gilmour. Paper, 392 pp., 84 cents. World Book Co., New York.

Definite problems, outline maps, reviews, and well-selected lists of general readings make up the main contents of this manual for high-school students of history. The work, in eight main divisions,



The Schools are arousing interest in books through posters made by children. This is an excellent correlation of art work with literature and school activities.

covers the period from the French Revolution to the present time. Under each division are several topics, each forming a unit of study. The questions are of two types, factual and discussion; the first type aims to bring out facts, the second, to allow room for more or less details. Teachers will find several uses for this study guide.

Why I Am a Catholic

By Hilaire Belloc and others. Cloth, 125 pages. \$1.35. The Macmillan Co., New York City.

Faith in the Catholic Church and in the doctrines it teaches is, after all is said, a special gift of God and, like all graces, mysterious. For this reason any attempt to set forth reasons for such faith is apt to be disappointing, not that the reasons are not good but that they are insufficient.

Despite this handicap, Belloc and the "others"—Archbishop Goodier, S.J., Father Ronald Knox, C.C. Martindale, S.J., and Sheila Kaye-Smith—have succeeded in presenting their reasons in an interesting manner. All, of course, with the possible exception of Belloc, write with the idea of Anglican prejudices in mind, but all present some arguments applicable to all.

Fine Arts for Public School Administrators

By Sally B. Tannahill. Cloth, 160 pages. Published by Teachers College, Columbia University, New York City. This is a general consideration of the teaching of the fine arts from the administrative standpoint. The author outlines the aims and objectives of all art instruction and describes in general the problems of subject matter and teaching methods, as well as media, etc. The objectives described are those of social and economic values and general cultural development.

A Grain of Mustard Seed

Memoirs and Utterances of Sister Mary Reparata, O.P., Cloth, 114 pages. Price, 85 cents. Benziger Bros., New York City.

In the short sketch of the life of Sister Mary Reparata, given in the preface of this book, the evidences of Divine favor are so clear that it seems in the course of things that God should use her as His mouthpiece. The message which she delivered for Him, during sleep as well as awake in mystical converse with Him, is one of union and humility, very similar to the Little Way of St. Thérèse.

The message has special significance for Religious, but in its wider application must pertain to lay persons as well.

The Best Best Seller. By Daniel A. Lord, S.J. Paper, 36 pp. 10 cents. The Queen's Work Press, St. Louis, Mo.

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Publications Received

A Bubble That Broke the World

By Garett Garrett. Cloth, 178 pp. Little, Brown and Company, Boston, Mass.

The author analyzes, in popular style, the theory and practical working of our credit system. His thesis is to explain how America has impoverished herself by public, and especially private, loans to foreign borrowers.

Children's Preferences for Colors, Color Combinations, and Color Arrangements

By Ann V. Gale. Paper, 76 pp. \$1.25. University of Chicago Press, Chicago, Ill.

This investigation was undertaken to determine the preferences of children for colors, color combinations, and color arrangements. Five hundred children in Chicago elementary schools, enrolled in grades three to eight, inclusive, were tested under carefully controlled conditions. It is interesting to note that, while the studies are not intended to be complete or conclusive, that the child's accumulated experience with color throughout the school grades did not appreciably affect his preference for the color combinations which he liked early in his school experience.

Education and Racial Adjustment

Report of the Second Peabody Conference on Education and Race Relations. Paper, 63 pp. 10 cents postpaid. Commission on Interracial Cooperation, 703 Standard Bldg., Atlanta, Ga.

Teachers who have the race problem to deal with will be much interested in these reports by educational leaders from a number of the southern and border states. Many readers will be surprised to learn of the progress being made in the spirit of fairness toward giving the Negro equality of educational opportunity and in recognizing his achievements. Especially important are the concluding words of the chairman, Dr. Bruce R. Payne, president of Peabody College. He says: "My answer is religion and work."

The Road to Health

By Herman N. Bundesen, M.D., Sc.D., and Corinne Manry. First Book and Second Book. Cloth, illustrated, 96 and 127 pp. 52 cents and 56 cents. Laidlaw Brothers, Chicago, Ill.

These primary readers in health education are planned scientifically to appeal to the child, to teach health practices, and to give practice in reading material suited to the first and second grades. All the illustrations in Book One and part of those in Book Two are in colors, most of them showing children engaged in health activities such as bathing, brushing teeth, eating wholesome meals, playing outdoors, etc. The second part of Book One contains Mother Goose rimes on health.

Adequate Financing of the Catholic College

By Very Rev. J. W. R. Maguire, C.S.V. Paper, 15 pp. The National Catholic Educational Association, Washington, D. C.

The author maintains that, under existing conditions, Catholic colleges are insufficiently financed, because they are not the immediate financial care of the Church, but have been left largely to the enterprise of religious communities. He maintains that the practical solution is to make the college the direct concern of the Church. If the Catholic college is to survive and

triumph, the bishops must see that it is adequately financed, according to Father Maguire, who suggests that a contribution of one dollar a year for Catholic higher education be made by each of the twenty million Catholics in the United States. This would mean a total sum of twenty million dollars a year, which would furnish college education for 66,000 to 100,000 students.

The Typewriter in the Primary and Intermediate Grades

By Ralph Haefner. Cloth, illustrated, octavo, 356 pp. The Macmillan Company, New York City.

A previous volume, *An Experimental Study of the Educational Influences of the Typewriter in the Elementary School Classroom*, set forth the results of a recent investigation. The author of the present volume has organized the findings of this investigation into a tentative outline for the use of the typewriter from the kindergarten to the sixth grade, inclusive.

The purpose of the typewriter in the grades is not vocational, but is to serve the pupil as a substitute for handwriting in the preparation of his lessons. There are discussions of the stimulating effects of typewriting for young children, especially in reading, spelling, composition, and acquisition of a vocabulary. The teachers are told how to use the typewriter in each grade, how to care for the machine, etc. There are many illustrations depicting the actual use of typewriters by small children and many samples of children's work.

I Offer Holy Mass

By Rev. James Walcher. Paper, 131 pp. 15 cents. North Star Printing Co., St. Cloud, Minn.

On the title page of this book the author remarks that "without a prayer-book the ordinary Catholic is about as helpless in church as a soldier without weapons on the battle field." This is especially true at Mass, and it is this particular service for which the book is intended. The Mass Devotions in this book emphasize the Mass as a sacrifice and as the offering of the people. The keynote of the book is *my sacrifice*. The other prayers and devotions are good, though sometimes a bit long. Fewer footnotes, or some consistent manner of presenting them, would have helped the general appearance of the book. This, however, is a matter of minor importance.

A Modern Commercial French Reader. By A. C. Clark and H. Checkley. Cloth, 220 pp. Hirschfeld, London. The Peter Reilly Company, Philadelphia, Pa. Hours Off. By Daniel A. Lord, S.J. Paper, 32 pp. 10 cents. The Queen's Work Press, St. Louis, Mo.

Quakers and Indians. A story of William Penn for boys and girls to read and play. By S. Lucia Keim. Cloth, illustrated, 47 pp. The John C. Winston Company, Philadelphia. An authentic picture of Indians and pioneer Quakers for primary children. An appendix gives a dramatization actually used by children.

Noels—Christmas Carols. By Marx and Anne Oberndorfer. Paper, 143 pp. H. T. Fitz Simons Company, Chicago, Ill. A new collection of old carols with descriptive and historical notes.

An Evaluation of History Texts. By Miriam A. Compton. Paper, 53 pp. McKinley Publishing Co., Philadelphia, Pa. A check list.

Bibliographies for Teachers of the Social Studies. By Edgar Bruce Wesley. Paper, 28 pp. McKinley Publishing Co., Philadelphia, Pa.

(Continued on page 16A)

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(Continued from page 15A)

The Church in the South American Republics. By Edwin Ryan, D.D. Cloth, illustrated, 127 pp. The Bruce Publishing Company, Milwaukee, Wis. A concise summary by a writer well versed in his subject. The author states and interprets the simple facts, beginning with a summary of the Spanish historical background and the pagan religion of Peru.

Takamere and Tonhon. By Anna W. Arnett. Cloth, illustrated, 136 pp. 70 cents. Beckley-Cardy Company, Chicago, Ill. A book of Indian stories for second- and third-grade children:

Study-Period Exercises for Developing Reading Skills. By Elma A. Neal and Inez Foster. One book for each of grades IV, V, and VI. Paper, 64 exercises in each book. 28 cents each. Laidlaw Brothers, Chicago, Ill. Very practical workbooks with a neutral vocabulary. Subject matter printed on same page as the exercise. Lessons develop ability in: (1) understanding total meaning, (2) following directions, (3) organizing thoughts, (4) vocabulary, (5) memory, (6) answering fact questions by (a) recall, (b) multiple choice, (c) yes-no responses.

Annual Report of the Federal Board for Vocational Education: 1932. A review of the work.

A Modern Spanish Course. Part I. By A. C. Clark and W. O. Williams. Cloth, illustrated, 198 pp.

A Modern French Course. Part II. By A. C. Clark. Cloth, 192 pp. Both the Spanish and the French course, published by Hirschfeld, London. Distributed in the U. S. by The Peter Reilly Company, Philadelphia, Pa. Simple, practical textbooks based on everyday conversation.

The Franciscan Almanac, 1933. Paper, 448 pp. Franciscan Magazine, Paterson, N. J. Contains a vast fund of information, both secular and religious, and fills a need of the Catholic school librarian and teacher.

Private Secondary Education in the Association of Colleges and Secondary Schools of the Southern States. By Rothwell Wilcox. Paper, 161 pp. \$2. Johns Hopkins Press, Baltimore, Md. This study discusses conditions in, and achievements of, 122 private secondary schools in the light of the standards set up by the Southern Association.

Educational Bird Leaflets. Published by The National Association of Audubon Societies, 1775 Broadway, New York City. The association issues upward of a hundred educational leaflets, which include a color study of each single bird, an outline drawing for coloring, and a description of the bird, its haunts and habits. Complete lists are available for teachers.

The Man We Can't Ignore. By Herbert O'H. Walter, S.J. Paper, 39 pp. Price, 10 cents. The Queen's Work Press, St. Louis, Mo.

Has Life Any Meaning? By Daniel A. Lord, S.J. Paper, 46 pp. Price, 10 cents. The Queen's Work Press, St. Louis, Mo.

Syllabus of Design and Color. By A. Marie Anderson. Cloth, small octavo, 144 pp. \$1.25. The Bruce Publishing Company, Milwaukee, Wis. A guide for high-school and college students and teachers in relating principles to practical application in home decoration and costume design. The text is printed on the right-hand pages leaving the left-hand pages blank for the student's notes.

Retreat Manual. By Bernard A. Hausmann, S.J. Paper, pocket size, 48

pp. 10 cents. The Bruce Publishing Company, Milwaukee, Wis. A collection of prayers and hymns for congregational use during retreat, including morning and evening prayers, Mass prayers, Stations of the Cross, Devotions for Confession, etc.

The Sunny Skies Workbook. To accompany the fifth-grade *Sunny Skies* reader, by Sister Mary Estelle, O.P. Paper, octavo, 64 pp. 24 cents. The Macmillan Company, New York City. The workbook provides simple lessons in correct speech, elementary grammar, paragraph writing, using the dictionary, index, and table of contents, letter writing, choice of words, etc.

The King's Sneezes. By Richard Atwater and Jessie Thomas. Paper, octavo, 48 pp. 75 cents. H. T. Fitz Simons Company, Chicago, Ill. A children's operetta in one act. For ten or more boys and three girls and chorus of girls. With a change of one sentence in the stage directions, this would make a satisfactory entertainment for junior-high-school pupils.

Outline for the Study of the Missal, by Brother L. J. Gonner, S.M. This is a teacher's manual and outlines a full year's study of the Mass text. It is based on *St. Andrew's Missal* (Lohman). In addition to the logically arranged lessons, a series of special projects and supplementary assignments is included. The work is entirely practical and gives evidence of its use under typical school conditions.

Educational Leadership—Progress and Possibilities. Cloth, 528 pp. This is the Eleventh Yearbook of the Department of Superintendence, N.E.A., Washington, D. C. It discusses the educational leadership to be exerted by superintendents of schools.

Basic List of Spanish Words and Idioms. By Hayward Keniston. Paper, 92 pp. University of Chicago Press, Chicago. A total of 1592 words. Scientifically developed from numerous widely used readings.

The Life of Our Lord. By Sister M. Eleanor, C.S.C. Paper, 32 pp. 10 cents. The Paulist Press. A well-written pamphlet, giving the story of our Savior's life for children. The choice of material is well made, and the language used appropriate.

Prayers for Little Ones. Paper, 32 pp. 10 cents. The Paulist Press. A collection of prayers for children, printed in large type and profusely illustrated. In general, the book should have much appeal.

Child's Prayer Book. By Rev. James Walcher. Paper, 58 pp. 8 cents. North Star Printing Co., St. Cloud, Minn.

It is not enough to write a short prayer book, print it in an inexpensive way, and call it a child's prayer book. In composing prayers for children, as in preaching, the level should be that of the least learned of the readers or audience. Simplicity of language alone is not enough; simplicity of idea and sentence structure are equally necessary.

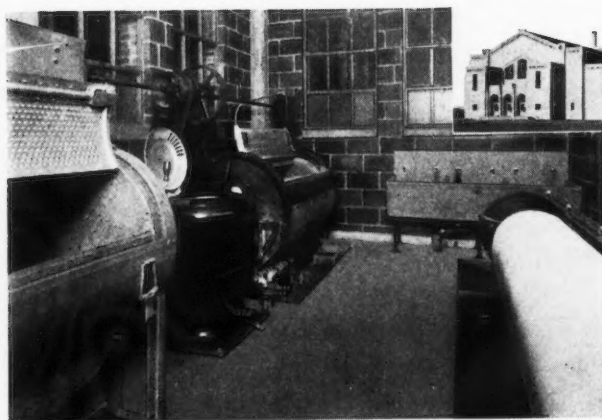
This *Child's Prayer Book*, while it is in many respects fine, offends against the above norms in some instances. The words propitiation, vouchsafe, frequently, deigned, incomprehensible, are, for instance, strange words for 7-year-olds—and for their parents too for that matter. Likewise there are other words and ideas in this book that are not part of the child's stock-in-trade.

It resolves itself into the question: Must we have a separate "theological" vocabulary for our devotions, or can we pray as well in our ordinary language?

(Continued on page 19A)

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THE AMERICAN LAUNDRY MACHINERY COMPANY - CINCINNATI, OHIO

(Continued from page 16A)

The Child's Mass Book. By John J. Burke, C.S.P. Paper, 32 pp. 10 cents. The Paulist Press. The prayers in this pamphlet aim to center the child's mind on the Mass as the renewal of Calvary. They are clear and understandable although it might have been well to follow the liturgical prayers a bit more closely.

Devotions to St. Joseph. Paper, 12 pp. Compiled and published by Rev. T. S. McGrath, Rossville, S.I., N.Y. Single copies, 5 cents. The prayers are suitable for use as a novena.

Early European Civilization. By Hutton Webster. Cloth, 810 pp. illustrated. \$2.13. D. C. Heath and Company, Boston.

Modern European Civilization. By Hutton Webster. Cloth, 832 pp. illustrated. \$2.12. D. C. Heath and Company, Boston.

Measurement and Guidance for College Students. Cloth, 210 pp. Williams and Wilkins Company, Baltimore, Md. Report of the Personnel Committee of the American Council on Education.

Biology for Beginners. By Truman J. Moon and Paul B. Mann. Cloth, 784 pp. illustrated. Henry Holt and Company, Inc., New York City. For high-school classes; organized on the unit basis.

Le Livre D'or. By Laura B. Johnson. Cloth, 186 pp. \$1.25. The University of Chicago Press, Chicago, Ill. Easy French reading material, consisting of a collection of hero stories. It is edited for second-year classes.

High-School Curriculum Reorganization. Cloth, 404 pp. The North Central Association of Colleges and Secondary Schools, Ann Arbor, Michigan. This is the latest official report of the most important of the standardizing agencies.

Water Pageants. By Olive McCormick. Cloth, 150 pp., illustrated. \$2. A. S. Barnes and Company, New York, N. Y. Games, stunts, and pageants with music and complete directions.

Dancing in the Elementary Schools. Paper, 150 pp. A. S. Barnes and Company, New York, N. Y. The report of the Committees on Dancing of the American Physical Education Association. Objectives and methods of teaching dancing in a program of physical education are described.

Everyday Problems in Health. By Frank M. Wheat and Elizabeth T. Fitzpatrick. Cloth, 448 pp., illustrated. \$1.20. American Book Company, Chicago, Ill. A basic text for junior-high-school classes.

Essentials of Spanish. By Arturo Torres. Revised by Nina Lee Weisinger and Roberta King. Book One. Doubleday, Doran and Company, Garden City, N. Y. A beginner's grammar and reading book for classes in high school. Spanish life and literature affords the material intended to develop a vocabulary and an understanding of grammatical principles.

Repasemos. By Colley F. Sparkman and Carlos Castillo. Cloth, 158 pp. University of Chicago Press, Chicago, Ill. A second-year Spanish grammar and elementary composition book.

The Great Technology. By Harold Rugg. Cloth, 324 pp. The John Day Company, New York, N. Y. A discussion of the present chaos in society and economics. The author attempts a solution of present problems by integrating social psychology with economics and engineering. Education is to take an important part in the building of new conditions.

Supervision in the Social Studies. Paper, 260 pp. McKinley Publishing

Company, Philadelphia. This is the Third Annual Yearbook of the National Council for the Social Studies.

Historical Biographies. By Norma O. Ireland. Paper, 108 pp. McKinley Publishing Company, Philadelphia, Pa. An annotated bibliography, with an inclusive list of historical biographies which will be found valuable for teaching history in high schools and colleges.

The Newlon-Hanna Speller. By Jesse H. Newlon and Paul R. Hanna. Book Two. Cloth, 188 pp. Houghton Mifflin Company, Boston. The complete spelling activities for grades five to eight inclusive.

The Newlon-Hanna Speller. By Jesse H. Newlon and Paul R. Hanna. Cloth, 144 pp. Houghton Mifflin Company, Boston. Work for grades one to four, inclusive. The suggestions to teachers discuss the method of the book in detail.

Essentials of Spanish. By Arturo Torres. Revised by Nina L. Weisinger and Roberta King. Book Two. Cloth, 392 pp. Doubleday, Doran and Company, Garden City, N. Y.

Educational Leadership. Cloth, 528 pp. Eleventh Yearbook, Department of Superintendence, N.E.A., Washington, D. C.

Teaching Procedures. By William Carl Ruediger. Cloth, 488 pp. Houghton Mifflin Company, Boston, Mass.

The Handicapped Child. White House Conference on Child Health and Protection. Cloth, 478 pp. The Century Company, New York City.

The Psychology of Study. By C. A. Mace. Cloth, 104 pp. Robert M. McBride and Company, New York City.

An Easy Work and Play Book. By Inez Howard, Alice Hawthorne, and Mae Howard. Paper. Primer, 64 pp. Book One, 96 pp. Follett Publishing Company, Chicago, Ill.

Work Book for use with Commercial Law. By P. B. S. Peters and Dwight A. Pomeroy. Paper, 144 pp. The South-Western Publishing Company, Cincinnati, Ohio. This workbook is based on the authors' text and is intended, by the use of practical examples, to test the pupils' understanding of the legal principles discussed.

20th Century Typewriting. By D. D. Lessenberry. Cloth, 160 pp. South-Western Publishing Company, Cincinnati, Ohio. This is the second revised edition.

Review of 20th Century Typewriting. By D. D. Lessenberry and Elizabeth A. Jevon. Paper, 12 pp. South-Western Publishing Company, Cincinnati, Ohio.

The Newlon-Hanna Spelling Notebook. Paper, 80 pp. 16 cents. Houghton Mifflin Company, Boston. An aid for testing and reviewing work. It is intended to accompany the authors' spellers.

Introduction to Biology. By E. C. Cole. Cloth, 532 pp. John Wiley and Sons, New York, N. Y.

Christian Education. By P. Raphael, O.S.B. Paper, 24 pp. Published by St. Anselm's College, Manchester, N. H. In this booklet, Father Raphael has described at length a group of charming mural decorations in the chapel of St. Anselm's College. Each of the paintings is of moral significance and has a direct application to the educational work of the College. We need in the United States more thoughtful symbolic art which conveys a message

(Concluded on page 20A)